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IDENTIFIERS Upholsterers

ABSTRACT

Materials for a workshop on teaching vocational English as a Second Language (VESL) are gathered. An annotated outline presents the content and sequence of the workshop, including an icebreaker activity, general techniques for teaching occupation-specific vocabulary, sample lesson plans and accompanying instructional materials for teaching vocabulary, procedures, and communication skills in specific occupations (upholstery, welding, auto mechanics, electronic assembly, pressure testing, cosmetology, and auto body repair). Materials for a workshop lesson are also included. A reproduced column on research in vocational language use is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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A VESL Staff Development Training Resource Packet

Occupation-Specific VESL Teaching Techniques

by

Linda West

Betty Wilkinson

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VESL Staff Development Project

Chinatown Resources Development Center
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July 1981

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OCCUPATION SPECIFIC ESL

TEACHING TECHNIQUES

Linda L. West

Betty Wilkinson

Ice Breaker Activity (VESL Interaction - Handout I)
Ask questions of the group or have the participants interview each other and then identify participants who fit the descriptions on the questionnaire.

I. Introduction

A. Presenter describes the goal of occupation-specific ESL: To provide the student with the necessary language skills to complete vocational training and to be successful on the job.

B. Presenter summarizes the Needs Assessment step:
1. to determine what the student needs to understand, say, read and write for his particular job
2. to identify the content of the course
3. to identify the vocabulary, situations, structures, functions, and register common to the vocation

C. Presenter describes the next step:
1. the VESL instructor draws on his knowledge of teaching techniques and applies them to the needs in order to help the students accomplish the goal of learning, getting and keeping a job

D. Presenter gives list of teaching techniques that will be demonstrated to show how these techniques are adapted to occupation-specific ESL. (Put list on overhead or blackboard.)

1. Techniques for teaching vocabulary
2. Total Physical Response Activities
3. Use of Strip Stories
4. Conversation Practice
5. Dyads (Pair Practice)

VESL INTERACTION

Interview conference participants to find individuals who fit the descriptions below. Try to find a different person for each slot.

FIND SOMEONE WHO:

Was raised to be bilingual _____ What languages? _____

_____

Went to a high school where vocational education was stressed _____ Where? _____

Has worked in a factory _____ What kind? _____

Has been in a vocational classroom recently _____ What occupation? _____

Has talked to a job developer _____

Has taught students how to fill out a job application _____

Has taught students the vocabulary and language of a partiuclar occupation _____ Which? _____

Would be comfortable receiving medication or medical treatment from a limited English speaking medical technician _____

*Modeled after activity in Personal and Family Financial Planning for Multicultural Adults, Tibbets and Westby-Gibson.

--Nick Kremer

II. Techniques for teaching vocabulary

A. Demonstrate the teaching of a vocabulary lesson (Presenter uses own materials or chooses one of those attached to this section.)

B. Vocabulary in occupation-specific ESL
   1. Presenter explains that students need to learn the names of tools, equipment, supplies, materials and processes.
      a. They must recognize the names and usually need to be able to produce them.
   2. Presenter shows transparencies of examples for several different vocations:
      a. II-B #1 West-Auto Mechanics-Pliers
      b. II-B #2 West-Upholstery-Upholstery Equipment, 2
      c. II-B #3 West-Upholstery-Drop-in Unit Supplies
      d. II-B #4 West-Welding-Types of Welds
      e. II-B #5 Wilkinson-Electonics Assembly-Tools and Materials

C. Sample lesson plans
   1. Presenter refers to sample lesson plans and makes the following points:
      a. The presentation is highly visual. It makes use of realia, labeled pictures, flashcards, transparencies, and posters.
      b. Material is divided into manageable units.
      c. A variety of tasks and games help the student to remember the vocabulary.
      d. Tasks progress from simple to the more difficult.
      e. Language is contextualized.
      f. Evaluation is frequently oral, but may be written.
   2. Handouts of Sample Lessons:
      a. II-C #1 West-Welding-Positions
      b. II-C #2 West-Auto Mechanics-Starters
      c. II-C #3 Minnesota-Machine Shop-Drill Press Construction
      d. II-C #4 Wilkinson-Elec. Assembly-Tools and Materials (Vocabulary Exercises)

D. Development of visuals
   1. Presenter points out sources such as vocational texts, commercial visuals, vocational teachers' original materials, catalogs, trade magazines and journals.
   2. Presenter also points out the strengths of vocational sources (vocational accuracy and identification of key vocabulary) and the weaknesses (material is for native speaker, usually too many terms to learn at once and there are assumptions about what the student already knows.)
   3. Teachers can also photograph or draw the items or possibly get a student on work/study to draw.

II. Techniques for Teaching Vocabulary (cont.)

E. Practice

1. Presenter distributes:
   a. Handout II-E #1 Automotive Encyclopedia Goodheart and Willcox, 1979, p. 71
   b. Several of these diagrams with the labels removed. (II-E #2)
   c. Blank paper.
   d. Realia such as a small set of screwdrivers or various types of hardware.
2. Presenter has participants create a lesson plan following the principles previously presented. It should include student worksheets, oral exercises, games, and evaluation. (If a participant is teaching a particular vocation, he can use this time to make flashcards or materials based on his field.)

Upholstery Lesson Plan #24 - No Sag Spring Supplies

Rationale: Upholsterers need to understand and say the names of supplies used in the various production steps in order to follow directions, ask questions, and make requests using them.

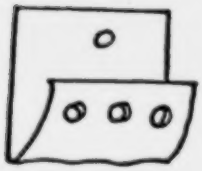
Vocabulary: no sag clip, no sag nail, no sag spring, helical, burlap, fox edging.

Visuals: samples of each item, flashcards, name papers for each term.

Procedure:

1. T displays props, models term.
   Ss observe and repeat.
2. Attack pronunciation problems with exercises, i.e. /-g/ and /-ks/.
3. T says "Use _____."
   S repeats, selects correct sample.
4. Distribute labeled handout.
5. Using flash cards and name papers,
   T gives name paper to S.
   S reads, matches to picture.
6. T gives flash card to S.
   S says name, finds name.
7. Evaluate with matching exercise.
8. Practice spelling with unscrambling and fill in board games.
9. Evaluate with name writing exercise.

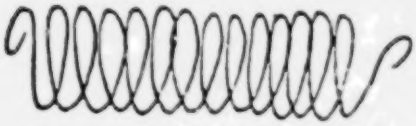
No Sag Spring Supplies



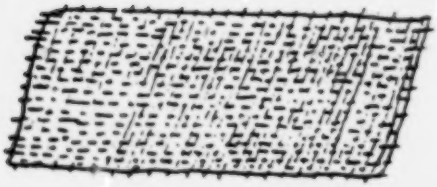
no sag clip

no sag nail

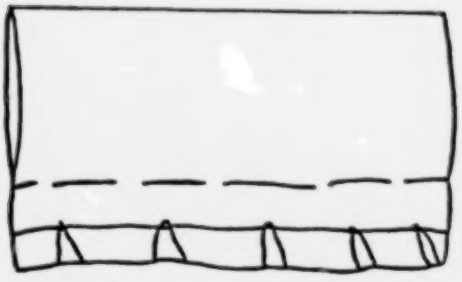
no sag spring



helical



burlap



fox edging

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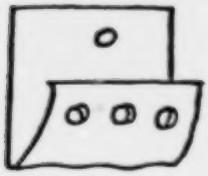
VESL (VVC)

Resource II-A #1
Demo. Lesson

No Sag Spring Supplies

Draw a line from the picture to its name.



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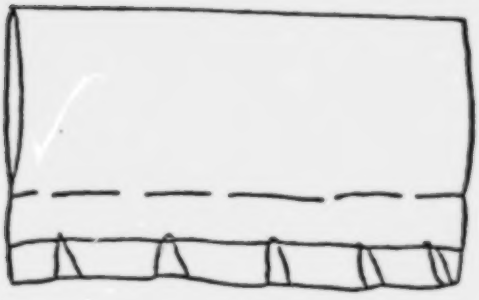

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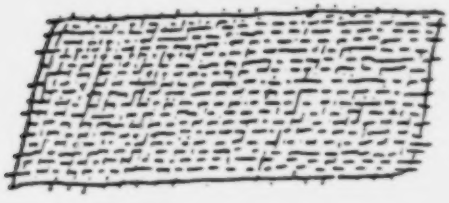
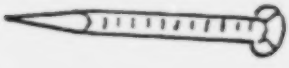
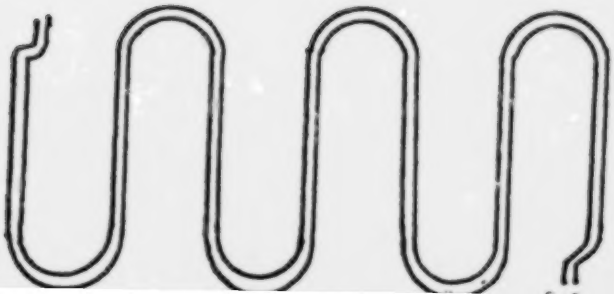


no sag spring



no sag clip

fox edging



no sag nail

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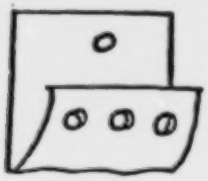
No Sag Spring Supplies

Write the name of the part.



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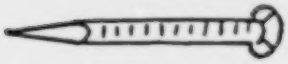

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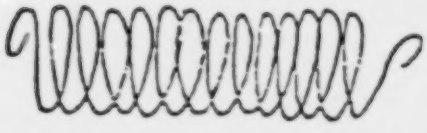

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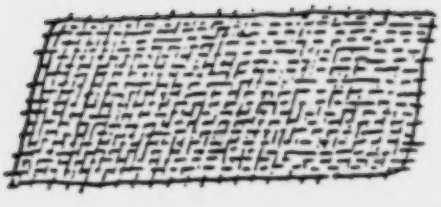

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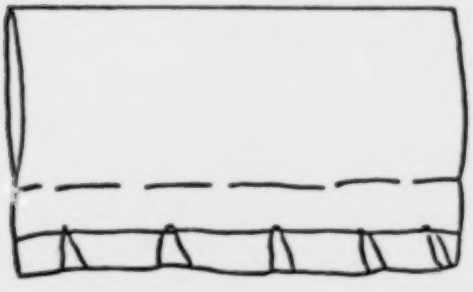

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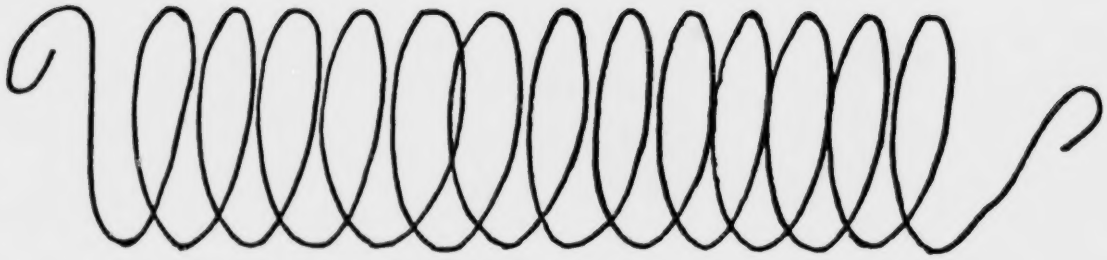

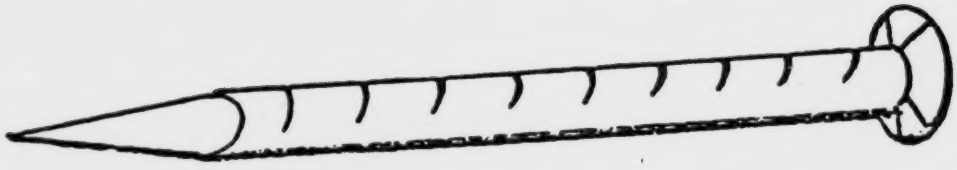

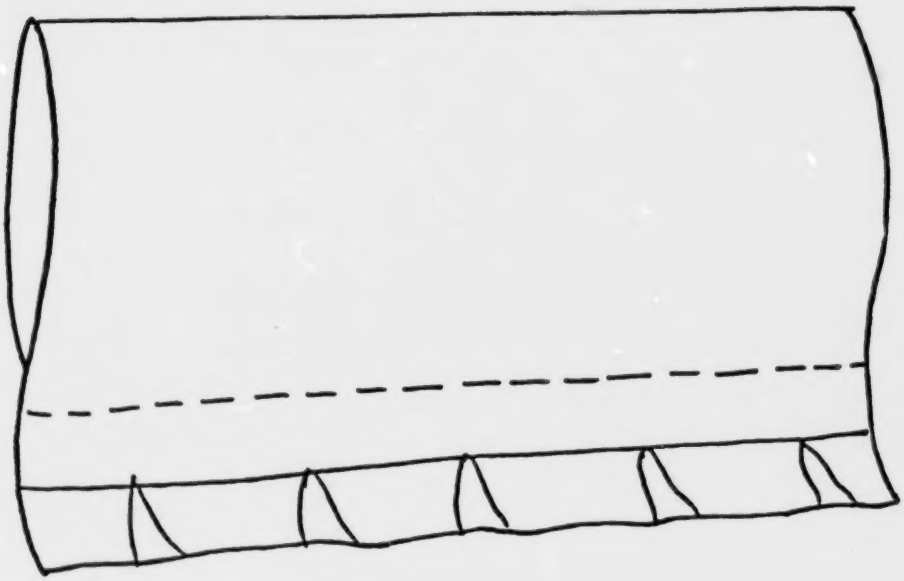

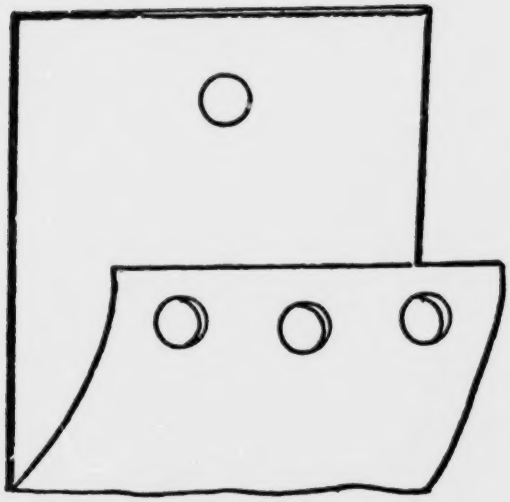

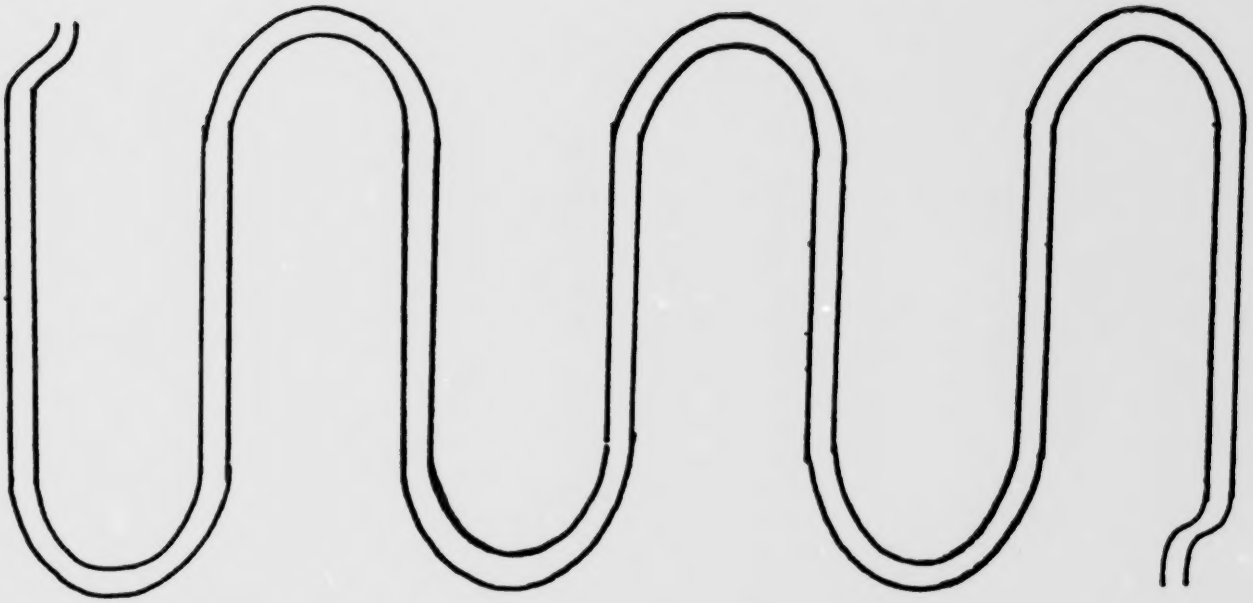

Pliers

combination slip-joint

diagonal (dikes)

channel-lock

needle nose

vise-grip

snap ring

duck bill

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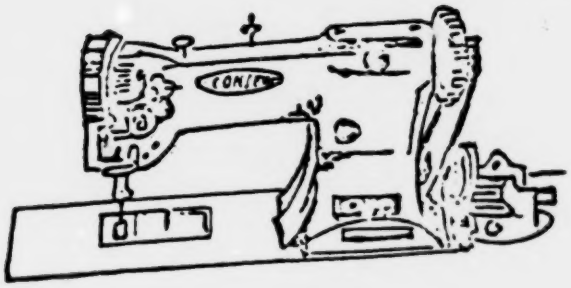
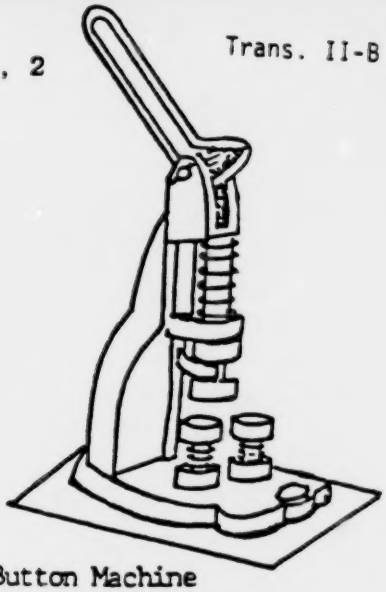
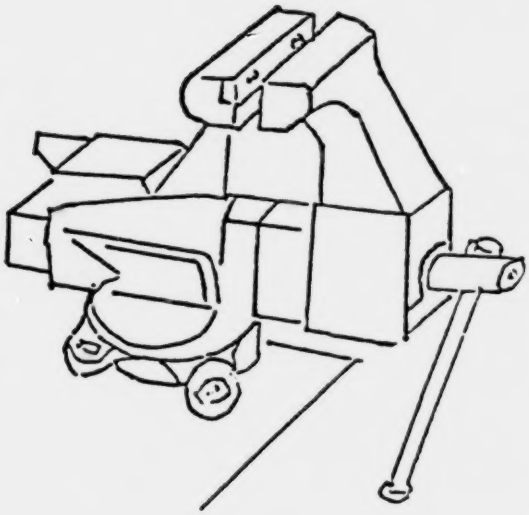


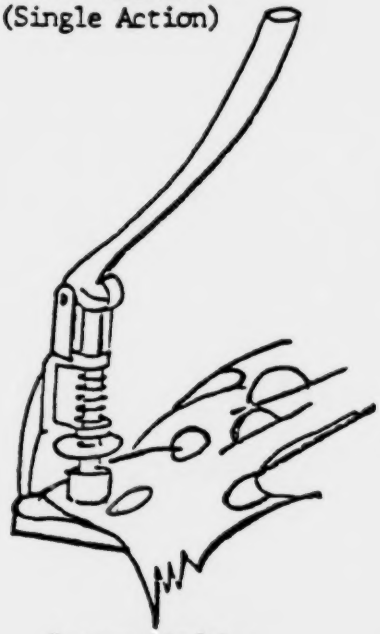
Sewing Machine



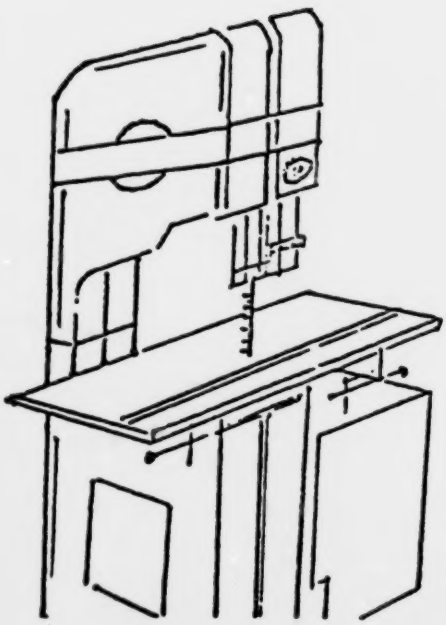
Button Machine
(Single Action)



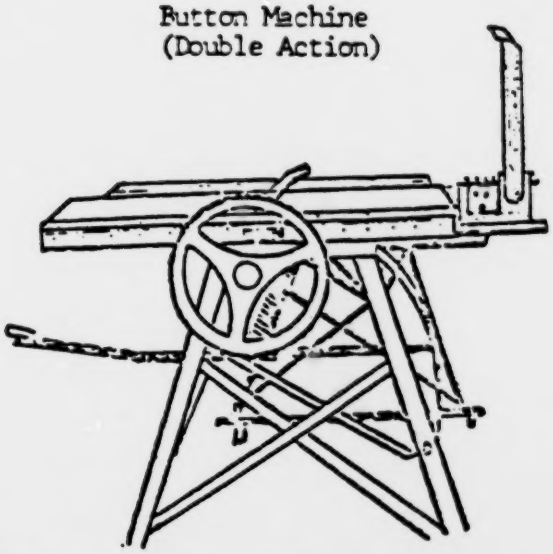
Vise



Button Machine
(Double Action)

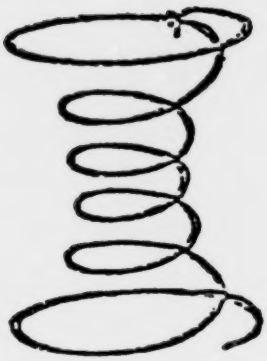


Band Saw



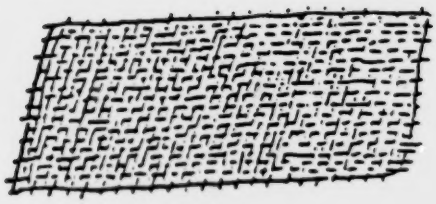
Cushion Filling Machine

DROP-IN UNIT SUPPLIES

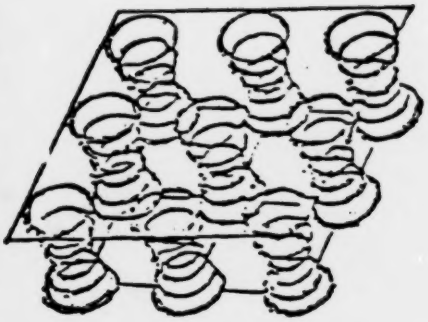


coil spring

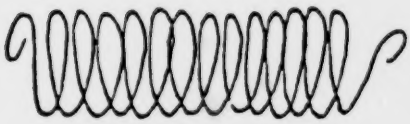
nail



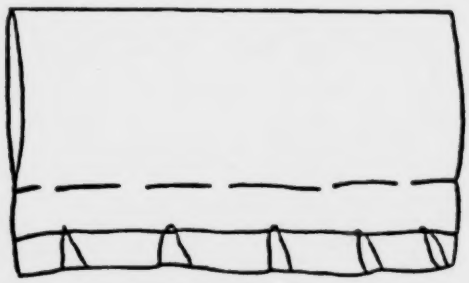
burlap



drop-in unit



helical



fox edging

insert

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TYPES OF WELDS

Trans. II-B #4

SQUARE GROOVE

DOUBLE-VEE GROOVE

SINGLE-VEE GROOVE

DOUBLE BEVEL GROOVE

SINGLE BEVEL GROOVE

DOUBLE-U GROOVE

SINGLE-U GROOVE

DOUBLE-J GROOVE

SINGLE-J GROOVE

FILLET

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

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TOOLS AND MATERIALS

Trans. II-B #5
ELEC. ASSEMBLY ESL
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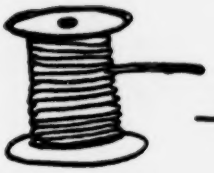
1.
SAFETY GLASSES

2. 
SOLDER

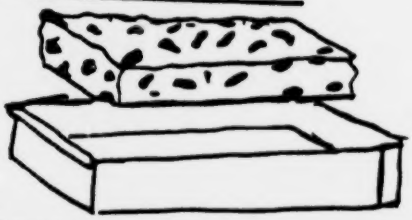
CLEANING BRUSH

3.

4. SOLDERING IRON

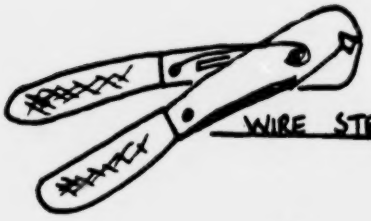
5.
FLUX

SPONGE

6. 

8. DIAGONAL CUTTING PLIERS

7. SPONGE HOLDER

9. 
WIRE STRIPPERS

10.
ROUND NOSE PLIERS

11.

SOLVENT

12.
SCREWDRIVER

13.
HEAT GUN

14. HEAT SINK

15.
CRIMPING TOOL

Welding Lesson Plan #8 - Positions

Teaching Point: The names of the four basic welding positions. Students will recognize and produce names. They will distinguish between joints and positions.

Rationale: These terms will be used in conversation between instructor/ supervisors and welders.

Vocational information for the ESL teacher: Positions involve a spatial relationship of the electrode (or torch and welding rod) and the workpiece. The visuals show the arc welding process and a butt joint being welded in the four positions. The four positions are also applied to other joints using other welding processes.

flat - weld from the upper side of the joint
overhead - weld from the underside of the joint
vertical - the axis of the weld is vertical
horizontal - the axis of the weld is horizontal

Vocabulary: position, horizontal, flat, overhead, vertical

Visuals: pieces of metal, electrode, handouts, flash cards, name papers

Procedure:

1. Using pieces of metal and an electrode, T. demonstrates each position.
   Ss observe and say names with T.

2. T shows flash card, models names.
   Ss repeat.

3. T says "Make the weld in the <u>flat</u> position."
   S points to flash card.

4. T gives name paper to S.
   S reads and matches to flash cards.

5. T cues with flash card.
   T says "What position are you using?"
   S responds with position name.

6. Evaluate with matching exercise.

7. Unscramble word game on chalkboard.

   a l t f t i l a c r e v r o h i n o z l a t h r e v o d a e

8. Evaluate with writing name exercise.

9. To practice distinguishing between joints and positions, S holds pieces of metal to form a joint and places it in an appropriate way for welding in a position. A second S names the joint and the position. T will probably have to model this procedure to get Ss started.

10. Additional oral practice in clarifying instructions is appropriate for this lesson.
    Ss practice saying one or more of these phrases:
    What position should I use?
    What position did you say?
    Did you say _____ position?
    Should I use _____ position?
    T may give a garbled instruction.
    S must ask question.
    T says position name clearly.
    S picks correct flash card.

11. If students are concurrently enrolled in a welding vocational class, they should begin to describe their current shop projects, responding accurately to the question, "What position are you using?"

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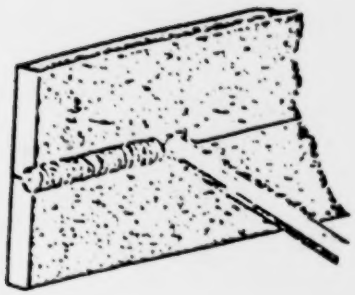
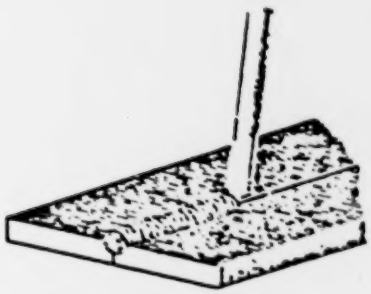
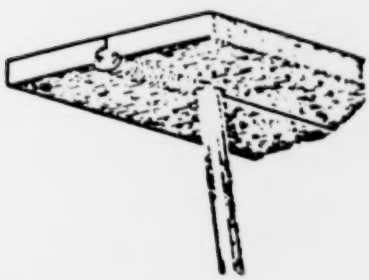
WELDING POSITIONS



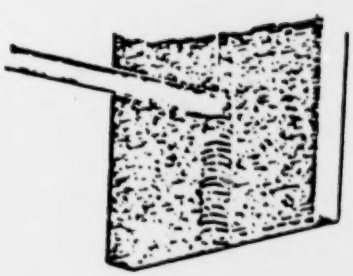
HORIZONTAL



FLAT



OVERHEAD



VERTICAL

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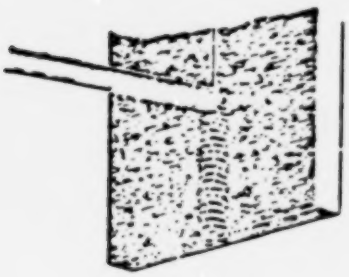
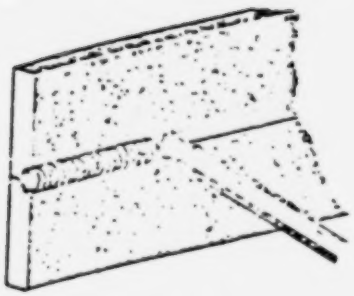
WELDING POSITIONS

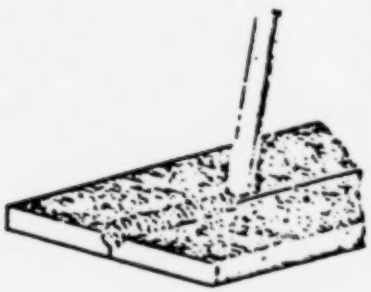
DRAW A LINE FROM THE POSITION TO ITS NAME.



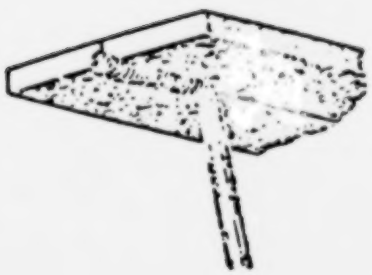
FLAT



OVERHEAD



VERTICAL



HORIZONTAL

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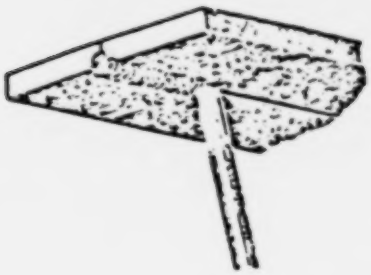
WELDING POSITIONS

WRITE THE CORRECT NAME IN THE BLANK.



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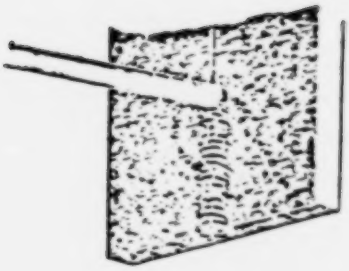

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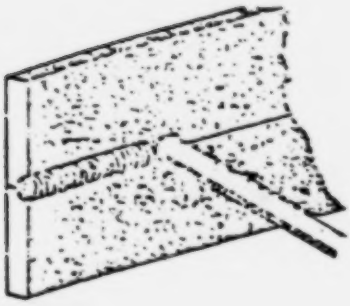

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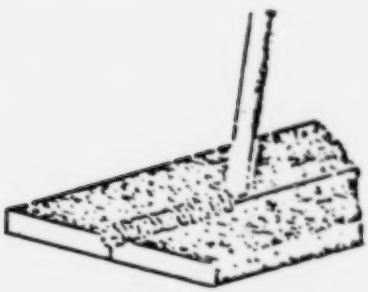

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Auto Mechanics Lesson Plan #28 - Starters - Starting Motor Parts 1, 2

Rationale: It is useful to pre-teach vocabulary for each section of the auto mechanics course so students can better understand the lectures, shop instruction, text book and written exam questions. Working mechanics need to read and write starter part names on work orders. They must understand directions and may discuss problems using these terms.

Vocabulary, 1: Cover band, brush, brush spring, terminal stud, connector, solenoid switch, field coils and poles, field frame, armature, key, bearing assembly, insulation, bushing, oil, retainer, commutator end head.

Vocabulary, 2: Pinion housing, bearing, drive pinion, drive spring, drive head, head spring screw.

Visuals: Labeled diagram, numbered diagrams, transparencies.

Procedure:

1. Distribute labeled diagrams.
   T models terms, Ss repeat.
2. Attack pronunciation problems with exercises.
3. Practice with oral drills, using transparencies with numbers substituted for names.
   a. T asks "What number is the armature?"
      S replies "# 9."
   b. T asks "What is number 9?"
      S replies "Armature."
4. Evalaute with numbering exercises.
5. Practice spelling with fill-in exercises.
6. Evaluate with name writing exercise.

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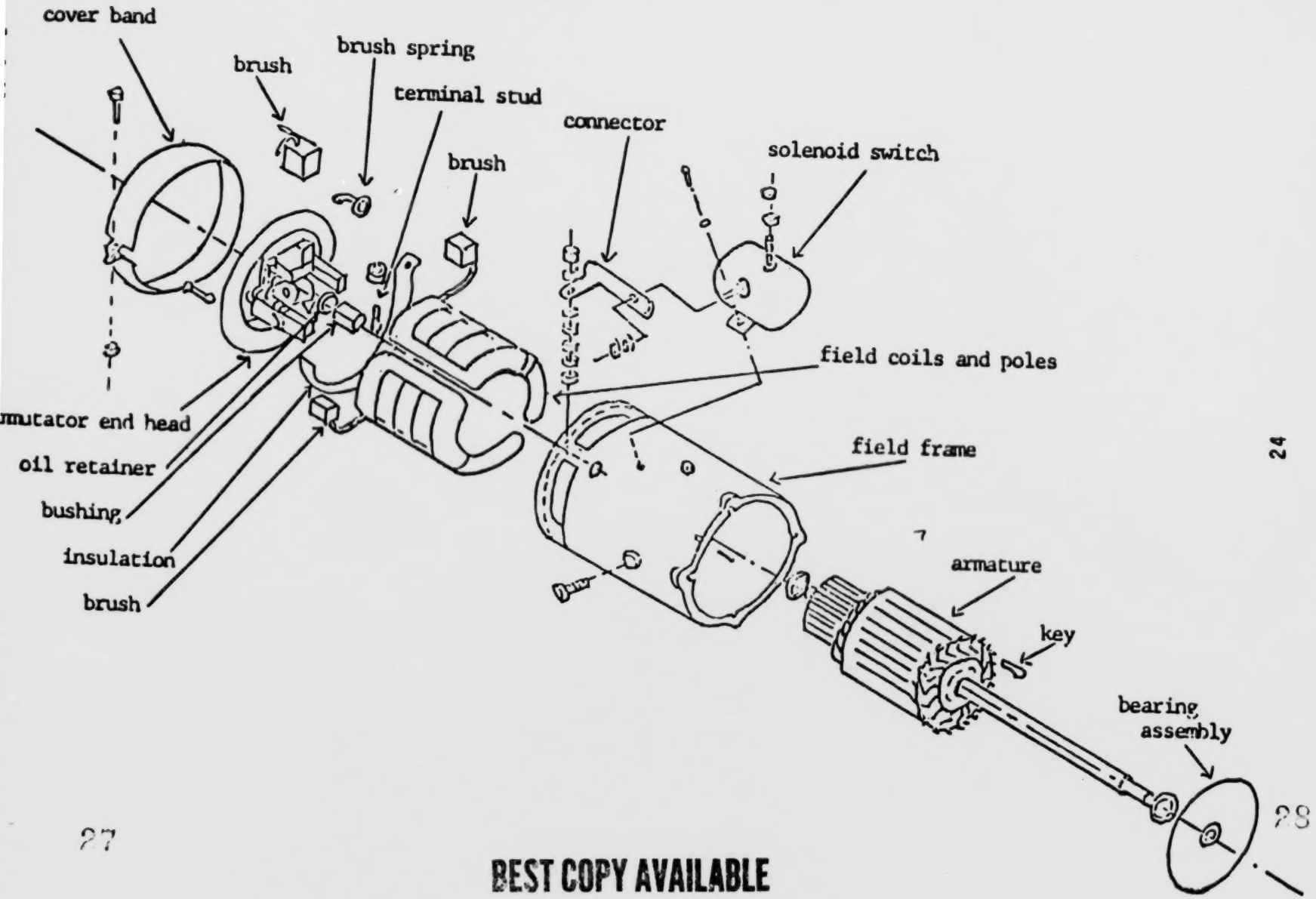
STARTING MOTOR PARTS - 1



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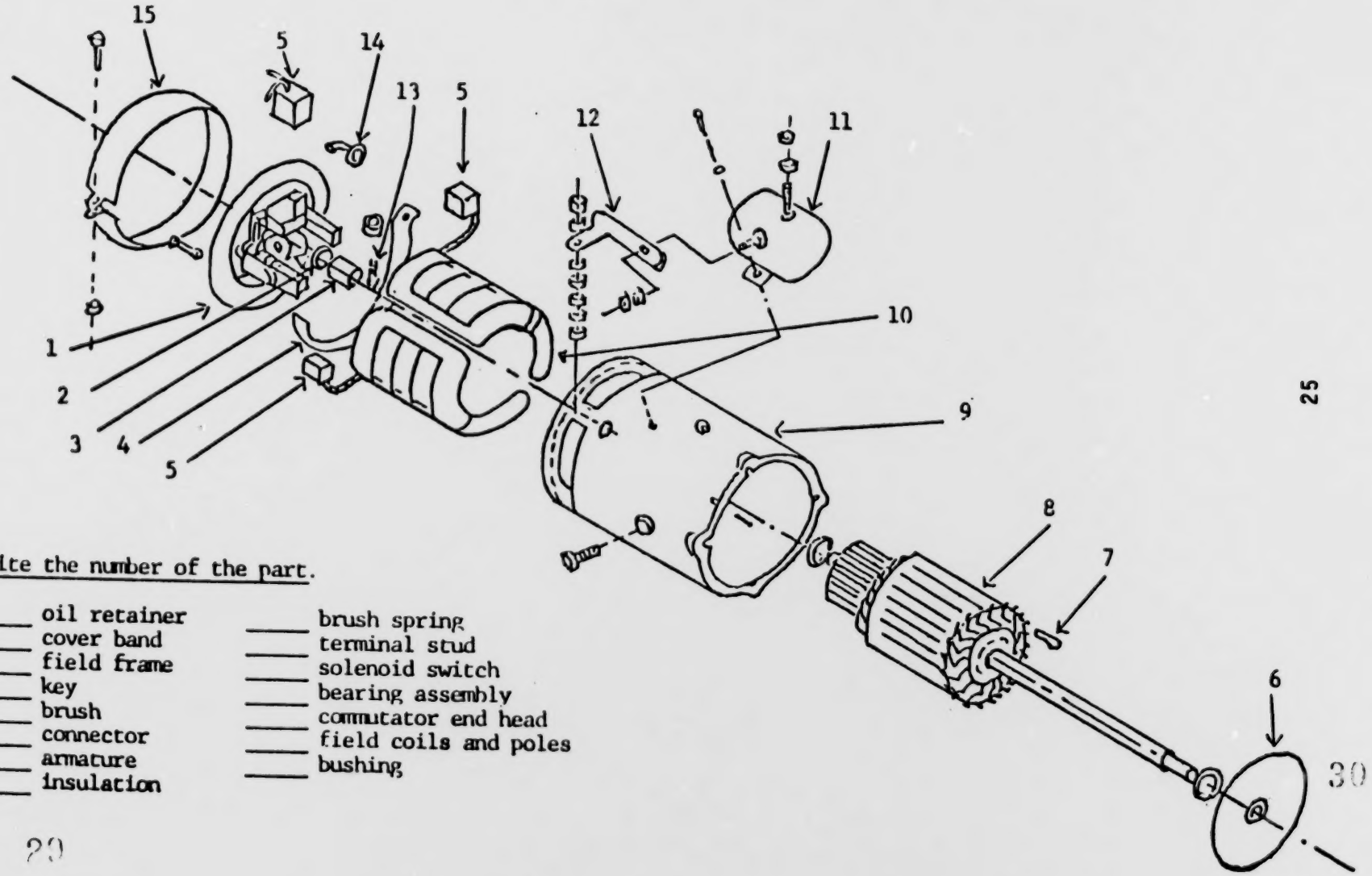
Handout II-C #2

STARTING MOTOR PARTS - 1



Write the number of the part.

____ oil retainer	____ brush spring
____ cover band	____ terminal stud
____ field frame	____ solenoid switch
____ key	____ bearing assembly
____ brush	____ commutator end head
____ connector	____ field coils and poles
____ armature	____ bushing
____ insulation	

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Starting Motor Parts - 1

Fill in the blanks.

bru_ h s_ri_ _

ke_

il ret _ ne_

insu_ a _ ion

t_ rmin_ l s_ u _

ar_ atu_ _

b_ _ ring as_ emb_ _

f_ _ ld co_ ls and po_ _ s

c_ _ mut_ to_ _ nd he_ d

b_ _ sh

bu_ _ ing

s_ l_ no_ d s_ i_ ch

co_ e_ ban_

f_ eld _ _ am_

con_ ect_ _

field coils and poles
insulation
commutator end head
bushing
bearing assembly
armature
solenoid switch
connector

terminal stud
brush
brush spring
key
field frame
cover band
oil retainer

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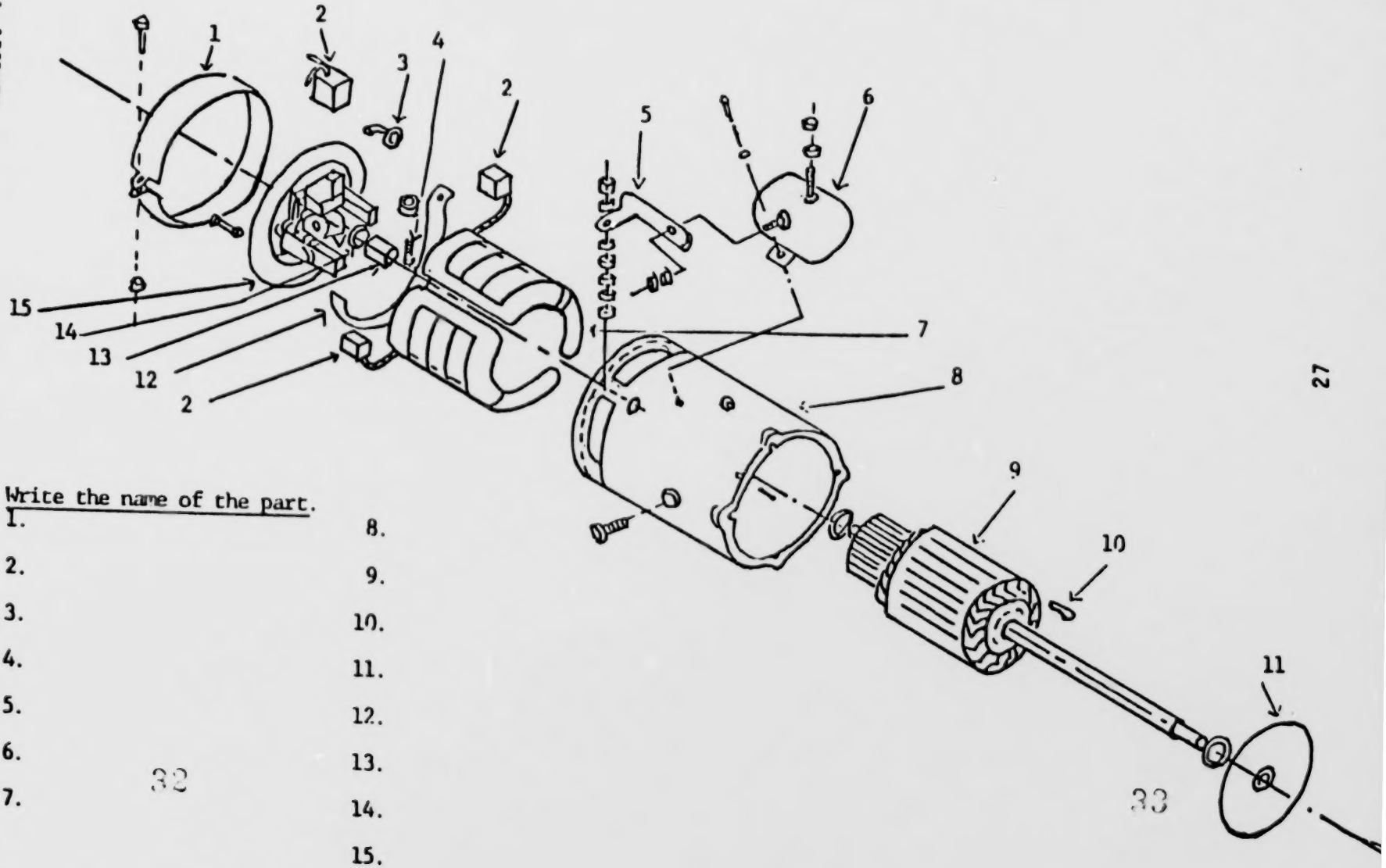
STARTING MOTOR PARTS - 1



Write the name of the part.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

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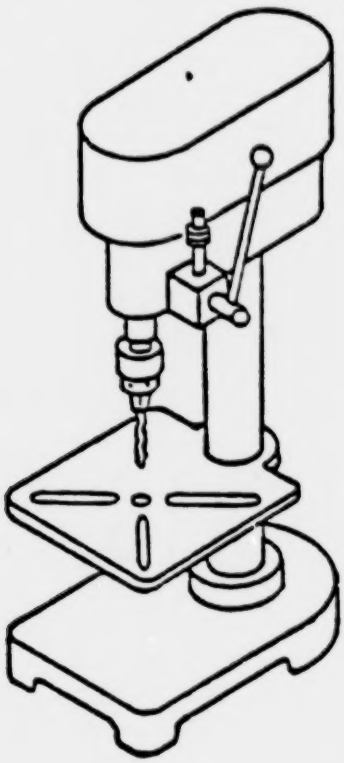
Activity

701 -- Read DRILL PRESS CONSTRUCTION to learn about the parts and operation of a drill press.

DRILL PRESS CONSTRUCTION

The drill press shown in Figure 1 is a sensitive type drill press. It is called sensitive because a machinist operates the feed mechanism with his hand and can feel (sense) how well the drilling operation is working.



A SENSITIVE TYPE DRILL PRESS

FIGURE 1

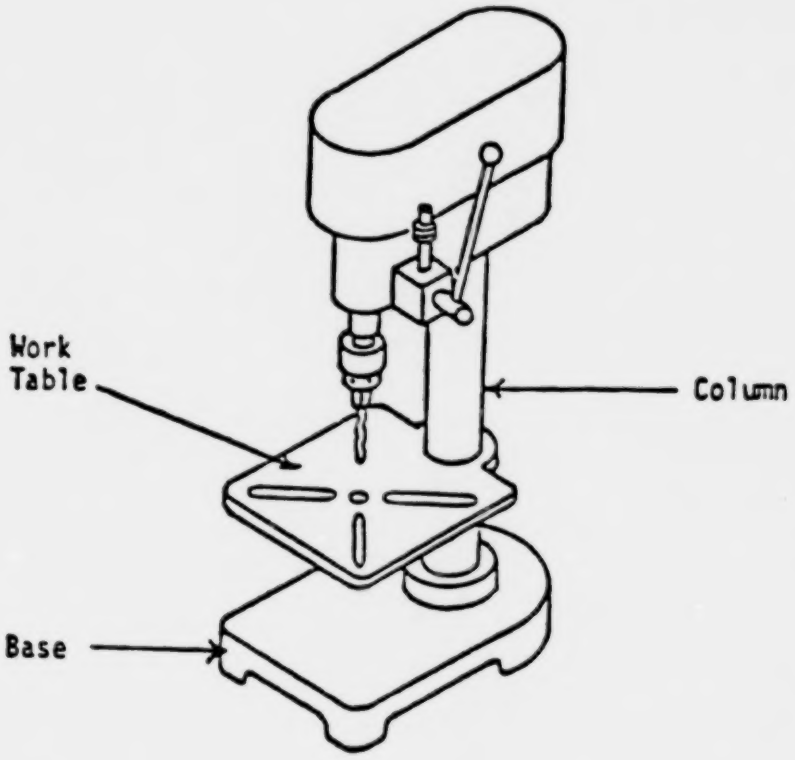


FIGURE 2

The base of the drill press sits on the floor and gives support to the whole machine. The column is attached to the base and supports the rest of the parts. The work table supports the work piece during drill press operations and is adjustable. The table can be raised, lowered, or moved to one side on the column.

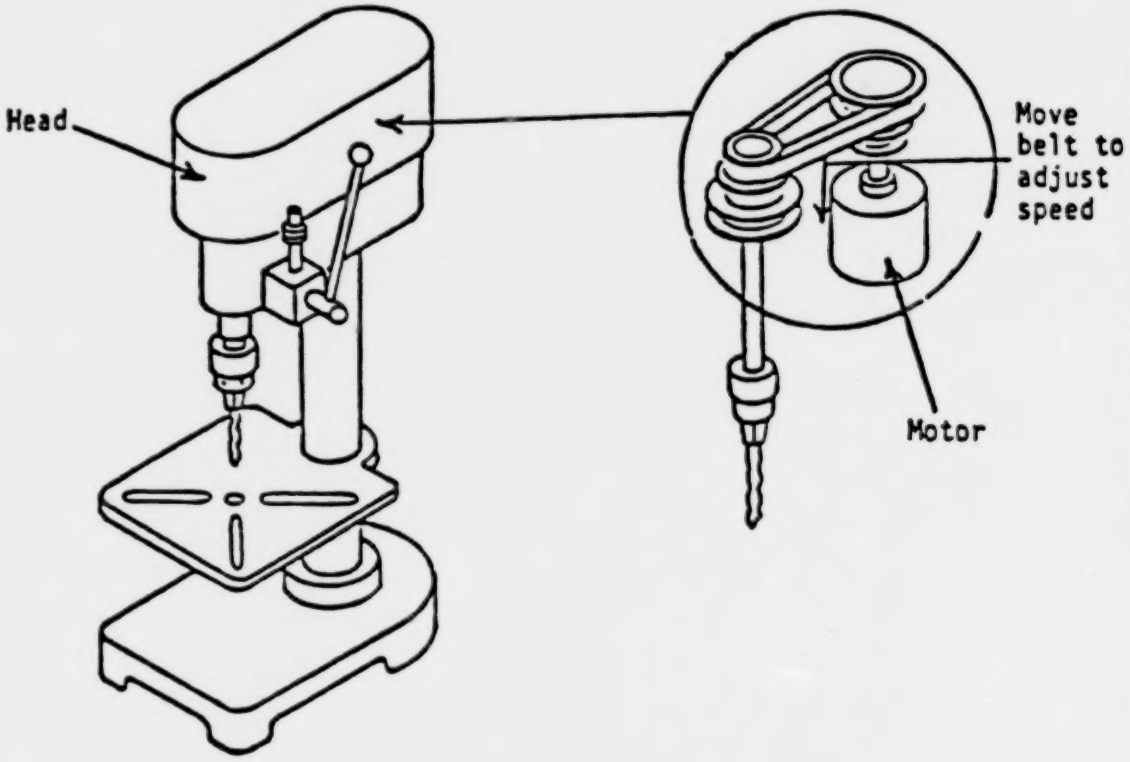
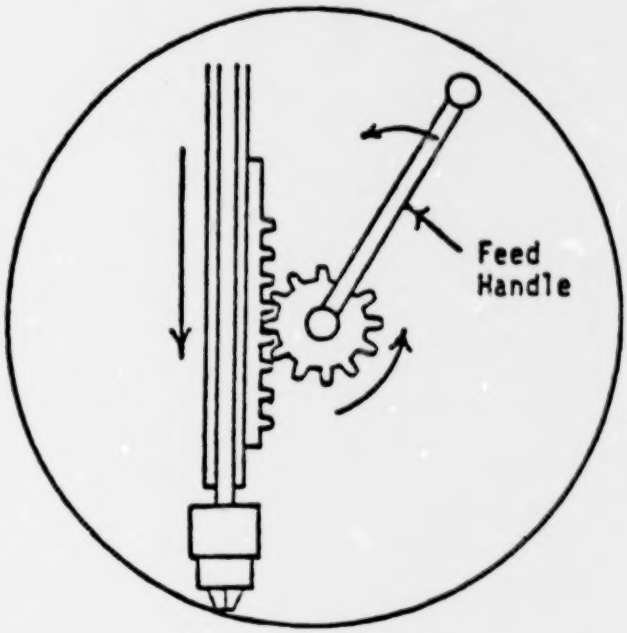


FIGURE 3

The head contains the motor and power transmitting mechanisms. The transmission mechanism may be a belt and pulley, or it may be a set of gears. Figure 3 shows a belt and pulley type. By using different sized pulleys, the speed of the drill can be changed. To change drilling speed, the belt is moved up or down the set of pulleys to get the desired speed.



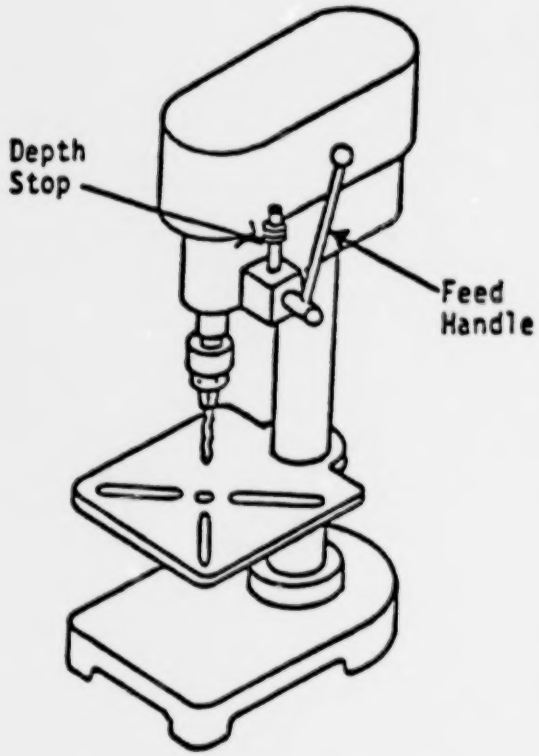
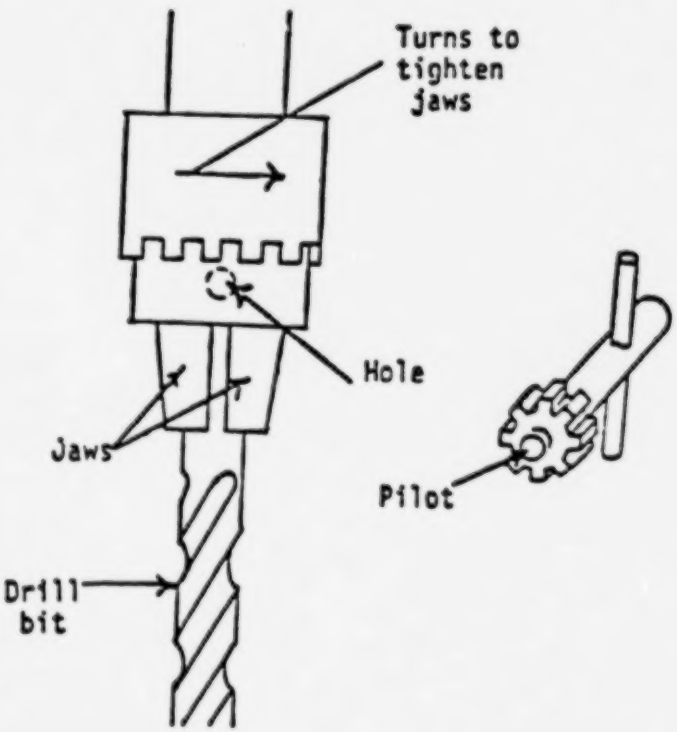


FIGURE 4

The feed mechanism is a rack and pinion gear (Figure 4). The feed handle is a lever attached to a pinion gear. When a machinist pulls on the handle, the pinion gear turns and moves the rack down. This moves the drill bit into the workpiece for the feed motion. The depth stop is adjustable and limits the feed motion so the bit cannot go too deeply into the workpiece.



DRILL CHUCK
FIGURE 5

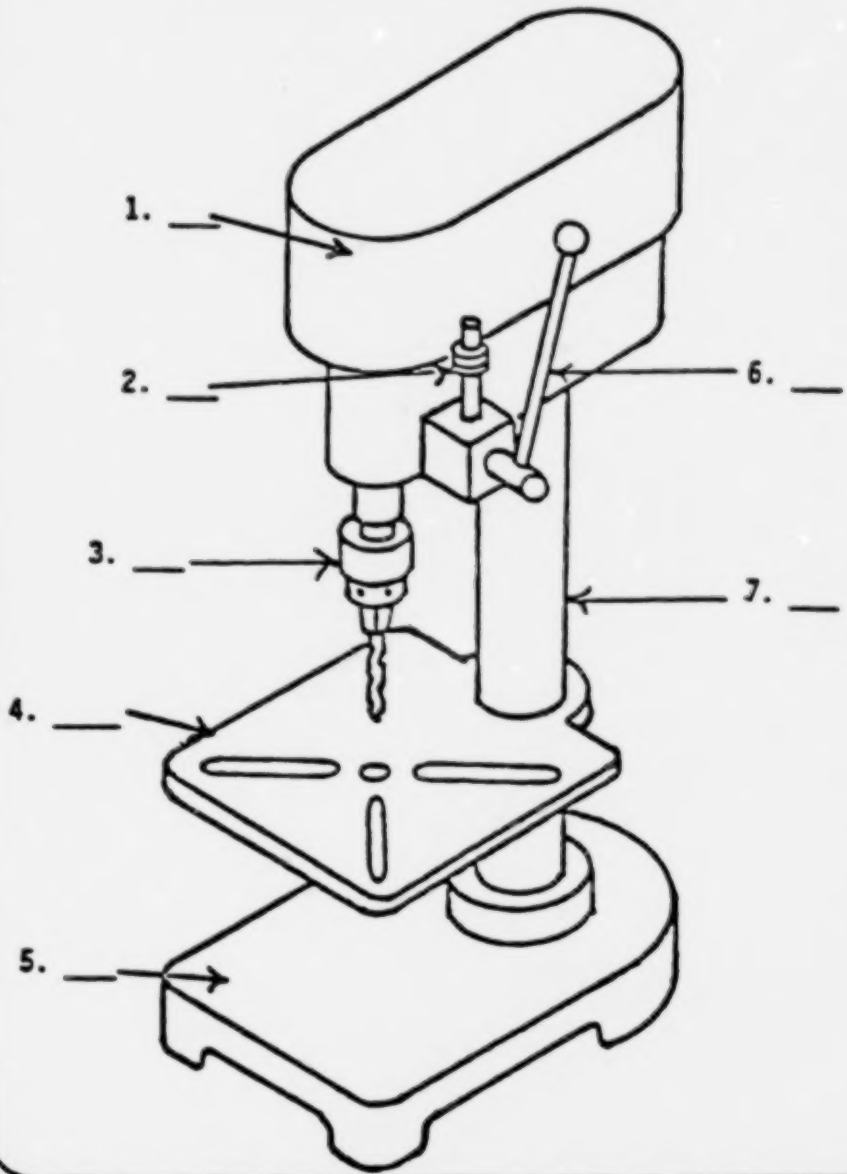
CHUCK KEY WRENCH
FIGURE 6

A drill chuck is one way to hold drill bits or other cutters on the drill press (Figure 5). The top part of the chuck turns to tighten the jaws against the bit. A key wrench (Figure 6), is used to tighten the chuck. The key wrench is really a small gear that acts like a pinion to move the rack-like gearing on the top of the chuck. The pinion on the wrench is inserted into the hole in the chuck, and the wrench is turned to tighten the chuck.

Activity

702 -- Match drill press parts with their names.

Write the letter of each part name in the blanks.



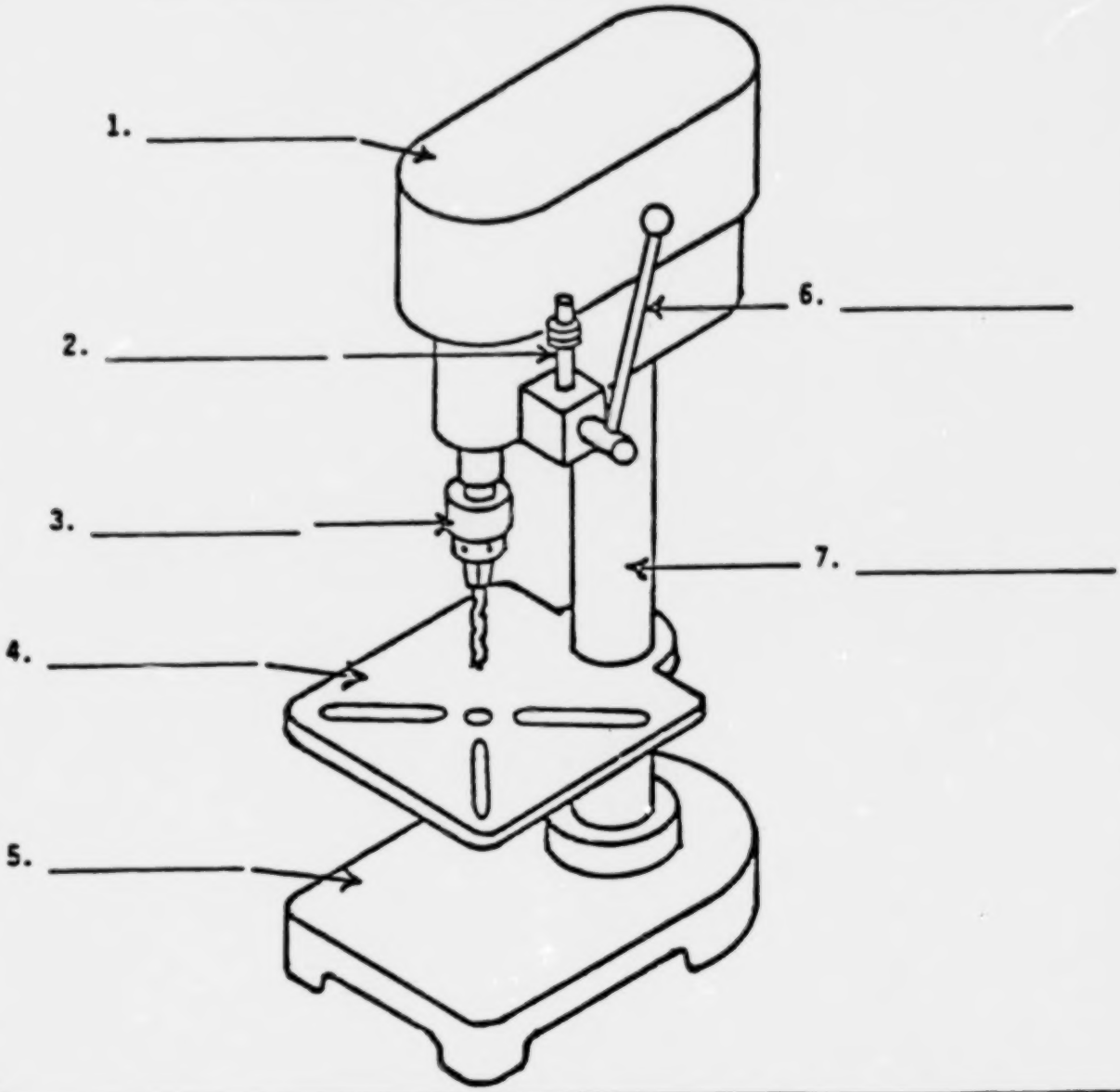
a. Base
b. Chuck
c. Column
d. Depth stop
e. Feed handle
f. Head
g. Work table

Check your answers with the answers at the end of this module.

Activity

703 -- Label drill press parts

Write the name of each part in its blank.



Check your answers with the answers at the end of this module.

Activity

704 -- Identify functions of drill press parts.

Draw a circle around the letter of the correct answer.

1. Which drill press part sits on the floor to support the drill press?

   a. Base
   b. Column
   c. Depth stop
   d. Work table

2. Which drill press part is attached to the base and supports the other parts?

   a. Chuck
   b. Column
   c. Head
   d. Work table

3. Which part supports the workpiece during drill press operations and is adjustable?

   a. Base
   b. Chuck
   c. Column
   d. Work table

4. One kind of mechanism used to transmit power from the motor to the drill is a

   a. chuck key wrench.
   b. rack and pinion.
   c. v-belt and pulleys.

Transparency 11-L-3

5. Different sized pulleys allow a machinist to change drilling

   a. depth.
   b. feed.
   c. speed.

6. A rack and pinion gear is the mechanism that controls

   a. feed.
   b. speed.

7. The object that holds the drill bit tightly is the

   a. base.
   b. chuck.
   c. depth stop.

8. The object used to tighten the chuck on the drill bit is the

   a. depth stop.
   b. feed handle.
   c. key wrench.

9. The part used to keep a drill from going too deep into a workpiece is the

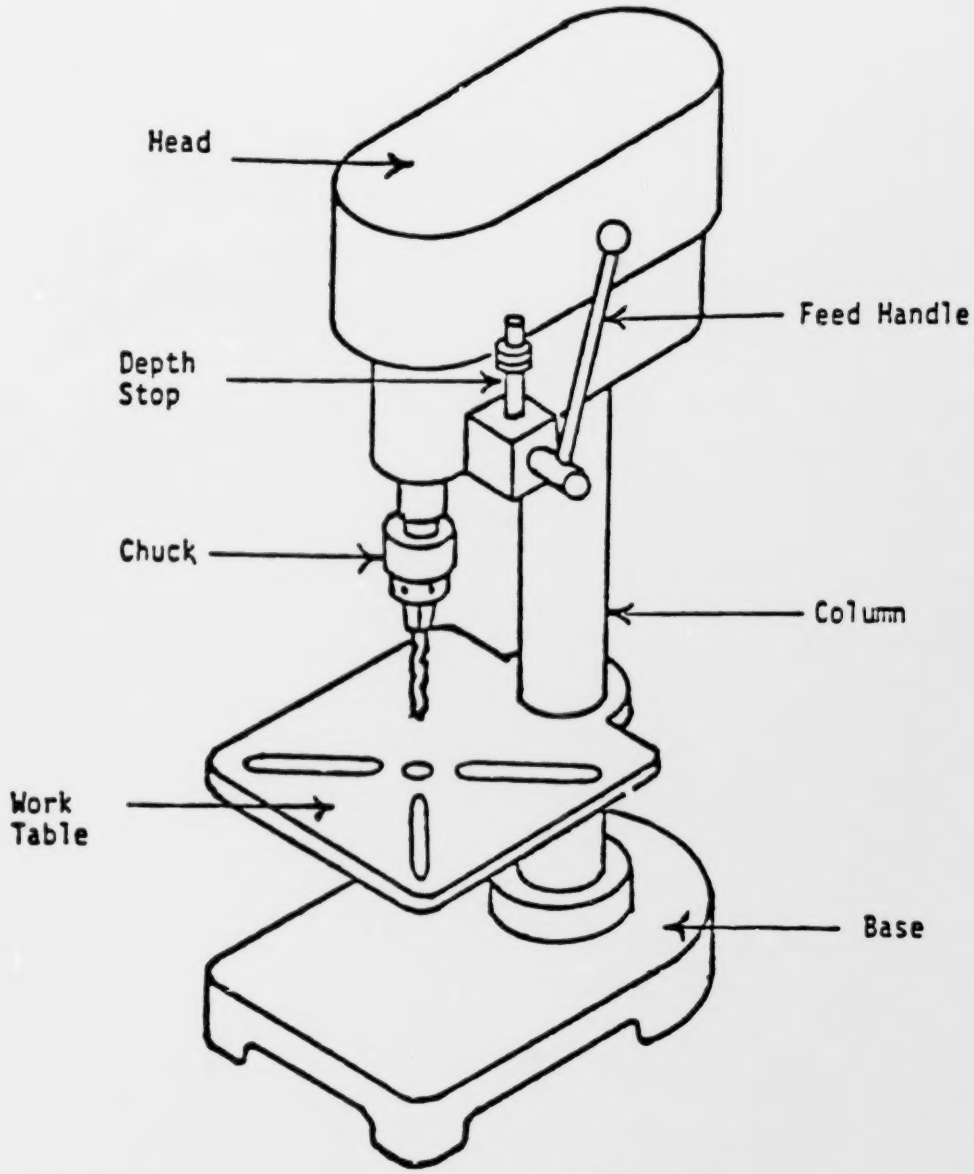
   a. chuck.
   b. depth stop.
   c. feed handle.
   d. work table.

Check your answers with the answers at the end of this module.

Summary

705 -- Summary of drill press parts.

DRILL PRESS PARTS



Electronics Assembly Lesson Plan - Unit 1
Tools and Materials

Objective: Students will be able to identify and explain the use of assembly tools and materials. They will be able to ask the name of and use of tools that they have not seen before.

Vocabulary: safety glasses, diagonal cutting pliers, round nose pliers, screwdrivers, heat sinks, soldering iron, wire strippers, heat gun, sponges, sponge holders, crimping tools, solvent, flux, cleaning brush, solder.

Visuals: Tool box with all of the above items, flashcards, name papers, pictures with blanks to fill in.

Procedure:

1. Teacher displays items and models the name.
2. Teacher models and students repeat.
3. Work on pronunciation problems such as final consonants.
4. Practice pattern: A: What's this?
   B: It's a (name of tool).
5. Teacher says: Use the (name of tool).
   Student responds by picking up the named tool.
6. Students practice with each other as in Step 5.
7. Teacher passes out labeled handout.
8. Teacher reads labels and students repeat.
9. Students cover up labels and practice with each other.
10. Practice with spelling games.
11. Evaluate with name writing exercise.
12. Model pattern: (Tools) are used to (verb + obj.)
    Ex. Safety glasses are used to protect your eyes.
13. Teacher asks: What are (tools) used for?
    Students answer: They're used to _____.
14. Practice above with for + (verb)+ing
15. Pass out vocabulary exercises. Harder exercises can be used on successive days as review.

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Handout II-C #4
ELEC. ASSEMBLY ESL
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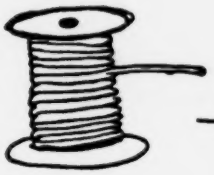
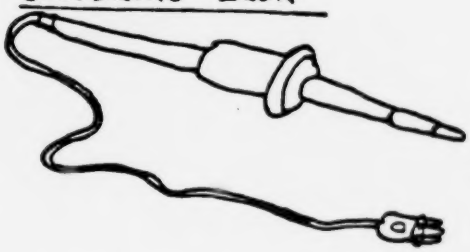
TOOLS AND MATERIALS

1.
SAFETY GLASSES

2. 
SOLDER

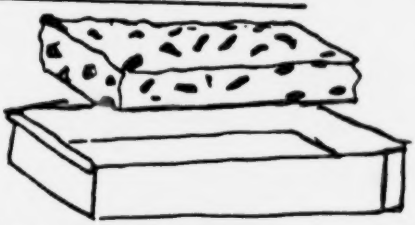
CLEANING BRUSH

3.

4. SOLDERING IRON


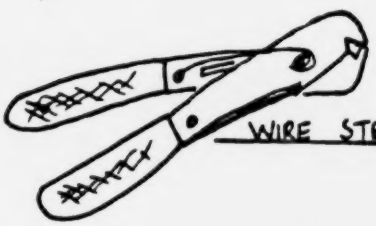
5.
FLUX

SPONGE

6. 

7. SPONGE HOLDER

8. DIAGONAL CUTTING PLIERS

9. 
WIRE STRIPPERS

10.
ROUND NOSE PLIERS

11.

SOLVENT

12.
SCREWDRIVER

13.
HEAT GUN

14.
HEAT SINK

15.
CRIMPING TOOL

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TOOLS & MATERIALS
VOCABULARY EXERCISE #1

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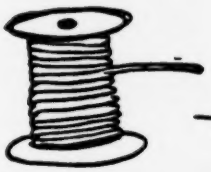
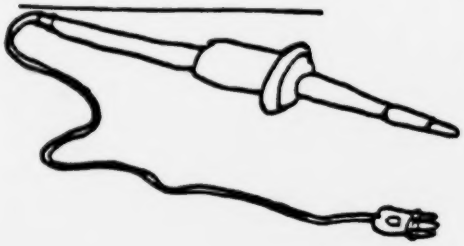
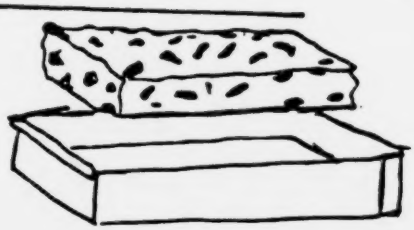
1.

2. 

3.

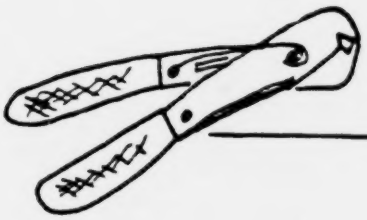
4. 

5.

6. 

7.

8.

9. 

10.

11.

12.

13.

14.

15.

Tools and Materials - Unit 1
Vocabulary Exercise #2

Fill in the blanks with the correct verb.

Example: Safety glasses are used to protect your eyes.

1. Solder is used to _____ a good electrical connection.
2. Cleaning brushes are used to _____ solvent.
3. Soldering irons are used to _____ solder.
4. Diagonal cutting pliers are used to _____ wires.
5. Sponges are used to _____ the tips of soldering itons.
6. Round nose pliers are used to _____ wires and component leads.
7. Screwdrivers are used to _____ and _____ ___ screws.
8. Heat sinks are used to _____ heat away from components to avoid overheating.
9. Wire strippers are used to _____ wires.
10. Crimping tools are used to _____ solderless connectors.
11. Solvent is used to _____ flux residue.
12. Sponge holders are used to _____ sponges.
13. Flux is used to_____wire and component leads before soldering.
14. Heat guns are used to _____ heat shrink tubing.

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Elec. Assembly ESL

Tools and Materials - Unit 1
Vocabulary Exercise #3

Fill in the blanks with the names of tools and materials.

Ex. Safety glasses are used to protect your eyes.

1. _____ are used to cut electrical wires.
2. _____ are used to melt solder.
3. _____ are used to clean the tip of soldering irons.
4. _____ are used to form wires and components.
5. _____ are used to tighten and loosen screws.
6. _____ are used to conduct heat away from components to avoid overheating.
7. _____ are used to strip wires.
8. _____ are used to crimp solderless connectors.
9. _____ are used to shrink heat shrink tubing.
10. _____ are used to hold sponges.
11. _____ is used to clean wires and component leads before soldering.
12. _____ is used to remove flux residue.
13. _____ are used to apply solvent.
14. _____ is used to make good electrical connections.

Write the sentences again. Follow this example.

Ex. Safety glasses are used for protecting your eyes.

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Tools and Materials - Unit 1
Vocabulary Exercise #4

Complete the sentence. Follow the example.

Example: Safety glasses are used to protect your eyes.

1. Diagonal cutting pliers _____.
2. Round nose pliers _____.
3. Screwdrivers _____.
4. Cleaning brushers _____.
5. Flux _____.
6. Heat sinks _____.
7. Sponges _____.
8. Solvent _____.
9. Soldering irons _____.
10. Wire strippers _____.
11. Heat guns _____.
12. Crimping tools _____.
13. Solder _____.
14. Sponge holders _____.

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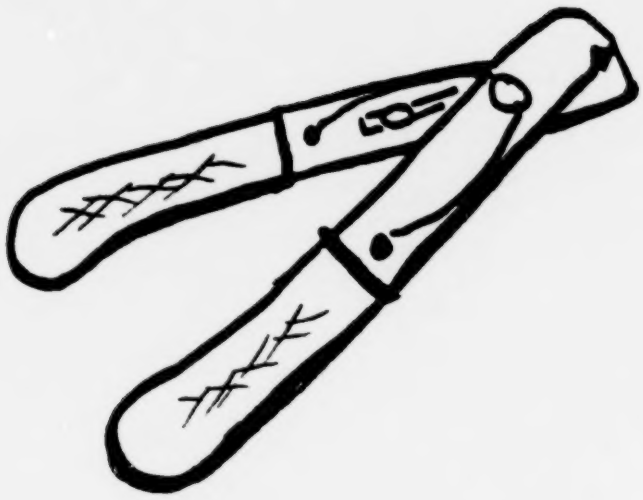

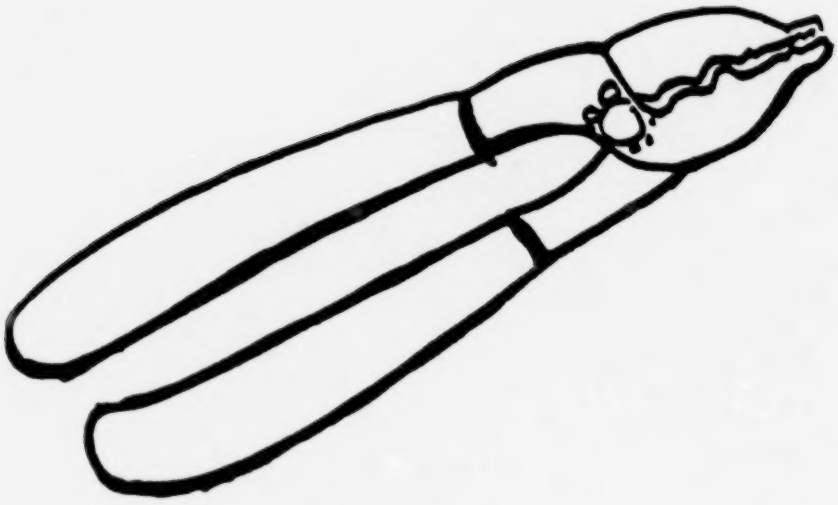

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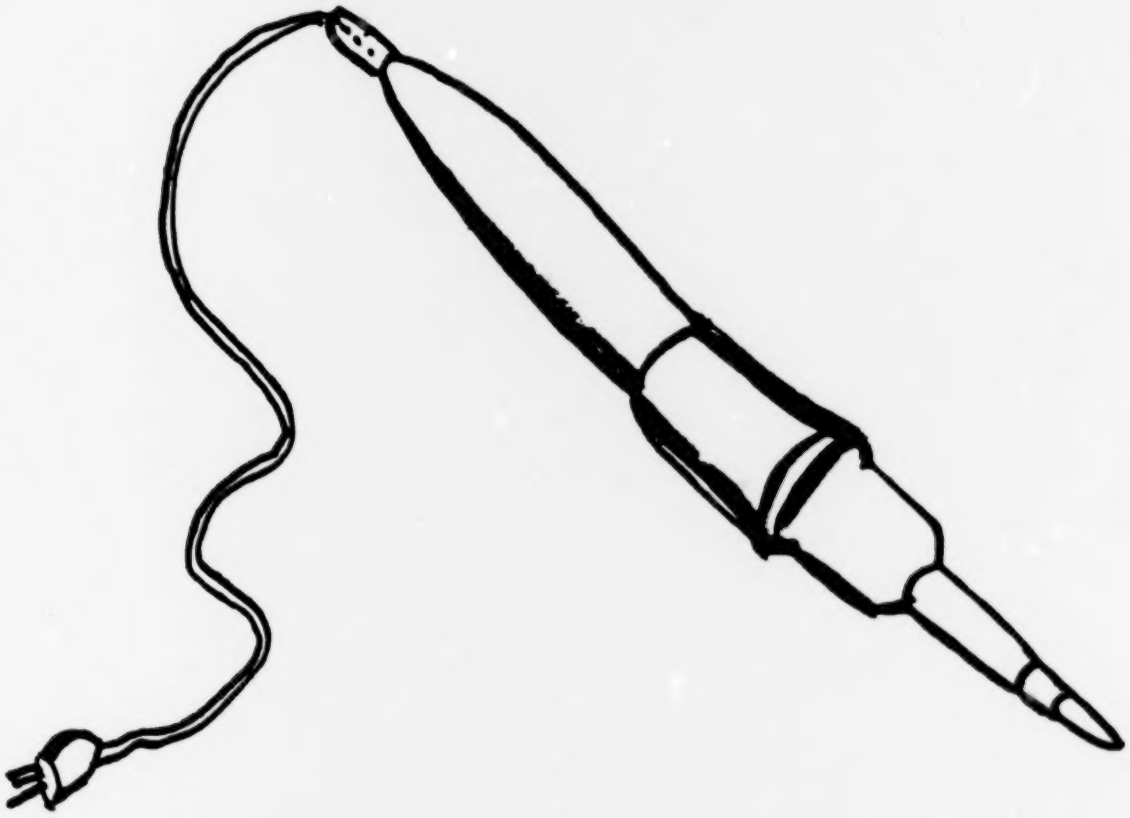

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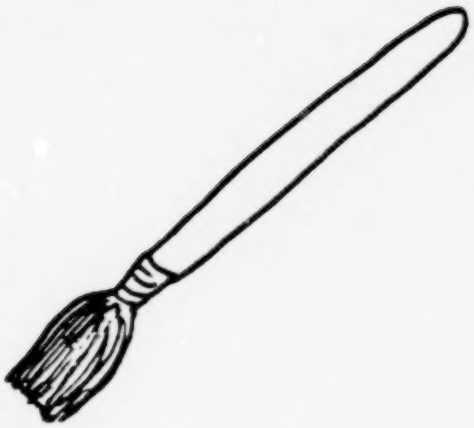

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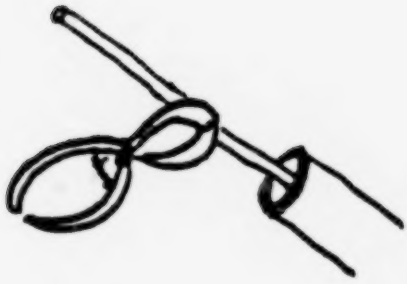

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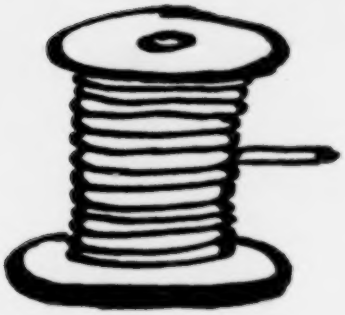

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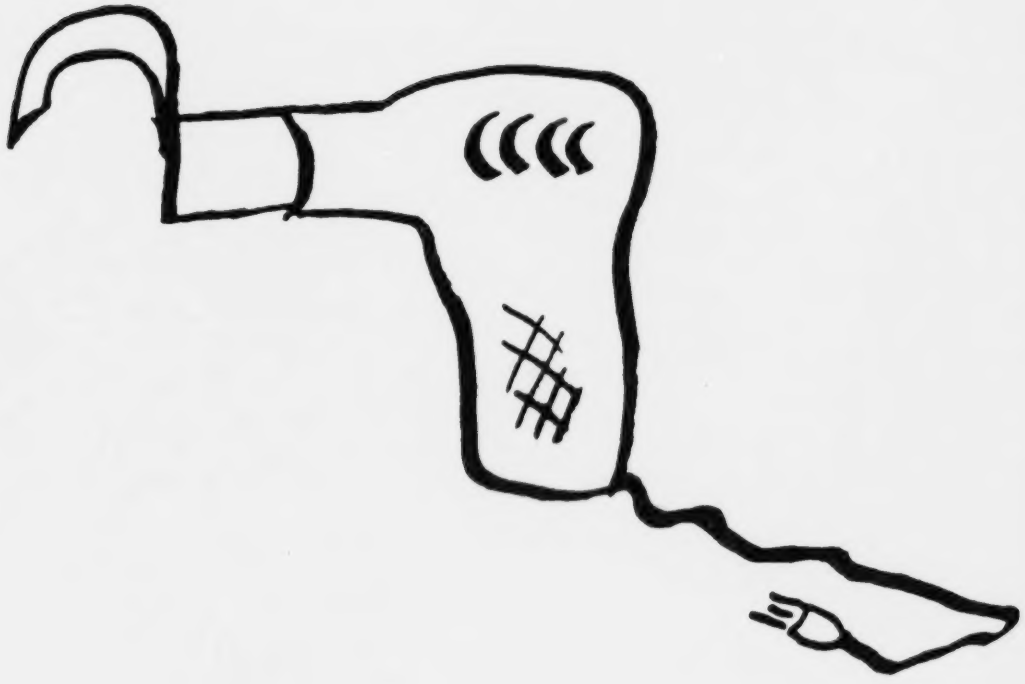

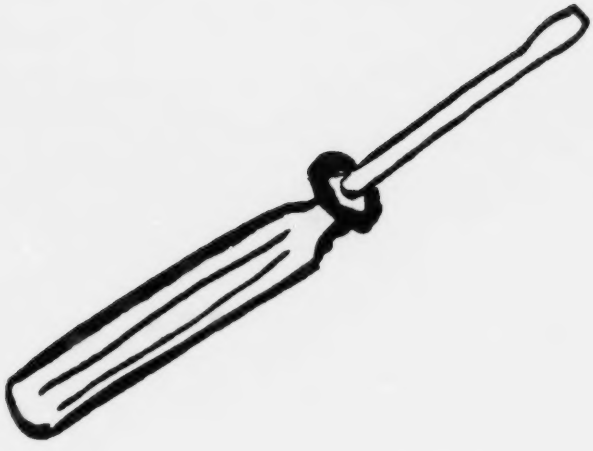

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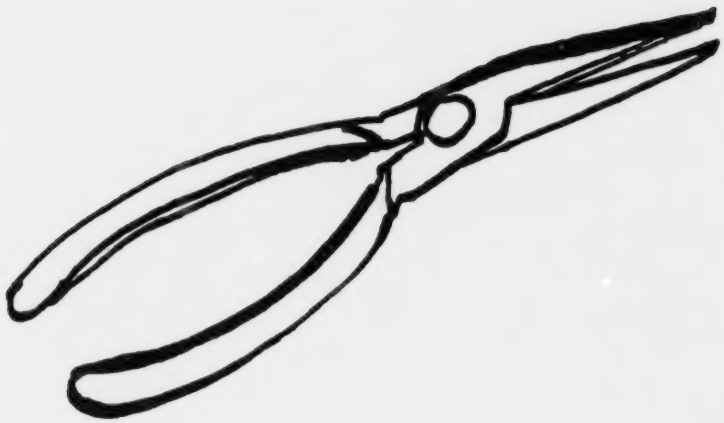

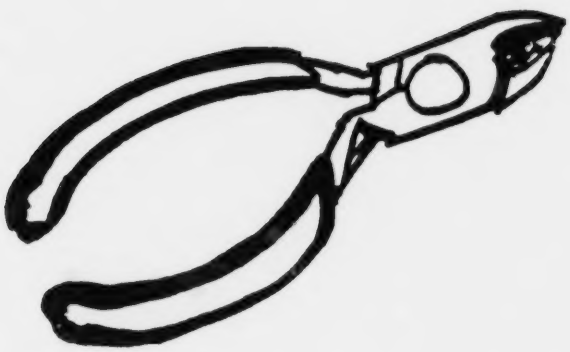

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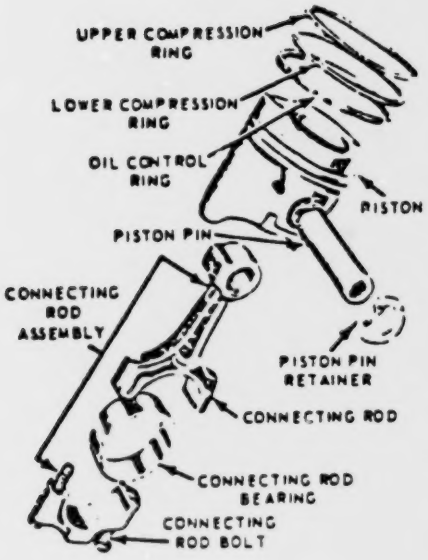
VII. PRACTICUM A. VOCABULARY



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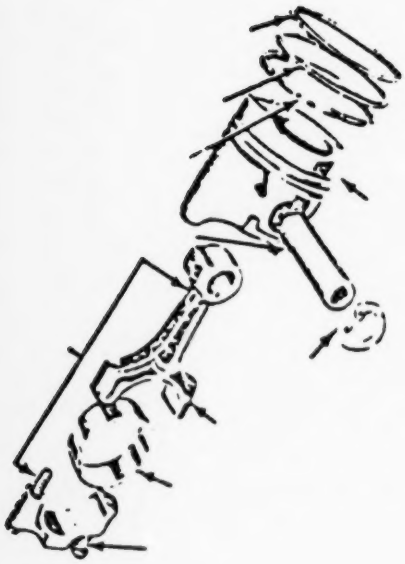
Automotive Encyclopedia, Goodheart-Willcox Co., c1979, p.71



Automotive Encyclopedia, Goodheart-Willcox Co., c1979, p.71

III. Total Physical Response Activities

A. Demonstration Lesson
1. Presenter demonstrates any TPR activity
Example using a portable radio:

Pick up the radio.
Turn it on.
Increase the volume.
Turn off the radio.

B. Presenter gives background on TPR as a teaching technique:
1. Major theorist-James J. Asher
2. Also known as "the command action method"
"Students construct their own language realities and validate their truths with their bodies, executing imperatives from the teacher and other students."
3. Refer to bibliography for the following:
a. Learning Another Language Through Actions by James J. Asher, Alemany Press.
b. Live Action English for Foreign Students by E. Romijin and C. Seely, Alemany Press.

C. TPR used in VESL
1. Presenter relates results of studies done by Resource Development Institute under the direction of Mary Galvan.
a. The extensive study of vocational language found that 40% of the samples involved the use of the imperative. (Reported by Nick Kremer in "VESL Exchange: Investigating the Language of Work," English for Specific Purposes, Issue 43, October, 1980. See page 95)
2. In occupational English, workers often need only recognize words and follow commands using them. A good case has been made that acting on recognition is the best first step in developing any communication skills.

D. Sample Lesson Plans
1. Presenter selects one or more of the attached lesson plans or uses his own.
2. Presenter refers to handouts and makes the following points:
a. Vocabulary review-students show comprehension by choosing the picture or item named.

Refer to lesson demonstrated in II-Teaching Vocabulary
a. II-A #1 West-No Sag Spring Supplies
b. II-C #4 Wilkinson-Electronics Assembly-Tools and Materials.

III. Total Physical Response Activities (cont.)

D. Sample Lesson Plans (cont.)

b. Simulation-students show comprehension of commands by simulating the actions.

Refer to sample lesson-handouts:

c. III-D #1 West-Upholstery-No Sag Commands
d. III-D #2 Thomas-Welding-Work and Lead Angles (more complicated)
e. III-D #3 Wilkinson-Elec. Assembly-Stripping a Wire

c. Verb actualization-students follow a series of commands and remembers them in order to tell another student.

Refer to and point out logical sequence of:
Handout III-D #4 West-Auto Mechanics-Motor Mount

E. Practice

1. Presenter provides a variety of props (recorder, radio, boxes, small tools.
2. Participants devise TPR command sequences and practice teaching them to the group or others in small groups.

(If any participant has a special vocation, they can devise TPR commands for that vocation and teach them by using simulated actions.)

Upholstery Lesson Plan #25 - No Sag Spring Commands

Rationale: In training and on the job, upholsterers must respond correctly to simple commands and ask questions about their work.

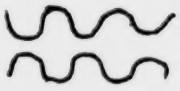
Vocabulary: to attach, to stretch, forward, backward, front, back, to point, install, to connect, to nail, to staple

Visuals: staples, nails, hammer or picture of, staple gun or picture of, all no sag props

Procedure, 1:

The following commands are to be practiced.

Nail on the no sag clips.
Attach the no sag springs.
  Attach the back one first.
  Stretch it forward.
  Point the springs toward each other.



Install the helicals.
  Connect the springs with helicals.

Staple on the burlap.
Nail on the fox edging.

1. Divide commands into practice groups of three or four.

2. T says commands in first group, simulates following commands using props.
   Ss observe and repeat.

3. T says command.
   S repeats, simulates following.

4. Write commands on board to aid literate students.

5. Repeat 2-4 for other groups of commands.

Procedure, 2:

Lead students to form questions based on the commands, using these structures:

Do you want me to.....
Should I .....
Is it OK to .....

WORK AND LEAD ANGLES

REAL ACTIVITY SEQUENCE

1. You're going to weld a butt joint in the horizontal position.
2. Make the root pass at 90 degrees to the surface.
3. Use a lead angle of 15 degrees in the direction of travel.
4. Weld the first intermediate pass at 15 degrees to the right of the surface.
5. The second intermediate pass is 15 degrees to the left of the surface.
6. Make the first cover pass 15 degrees to the left of the surface.
7. Use a work angle of 90 degrees to the surface for the second cover pass.
8. Weld the third cover pass at 15 degrees to the right of the surface.

RAS DRILLS:

A. T reads and pantomimes the sequence several times (using available props or visuals).

B. T reads sequence.
Ss repeat.

C. T pantomimes activity in numerical order.
Ss respond with appropriate sentence.

D. T pantomimes activity in random order.
Ss respond with appropriate sentence.

E. T writes sequence on board.
Ss copy and practice in pairs.

F. Individual students say entire sequence with T or other S pantomiming.

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Elec. Assembly Lesson Plan - Unit 2 - Wire Prep.

Stripping a wire

Objective: Students will be able to follow commands related to stripping a wire and repeat the commands to a fellow student.

Vocabulary: Wire, insulation, wire strippers, measure, inches, twist, adjust, notch, direction, lay of wire.

Materials: Wire strippers, insulated wires, ruler.

Procedure:

1. Teacher demonstrates the actions while giving the command.

   Measure 1/2 inch from the end of the wire.
   Adjust the wire strippers to the size of the wire.
   Place the wire in the notch of the strippers.
   Twist the strippers around the insulation.
   Pull the insulation off the end of the wire.
   Twist the wire in the direction of the lay of the wire.
2. Teacher repeats the commands and actions. Students repeat.
3. Teacher repeats commands and actions. Students repeat and simulate the actions.
4. Students give commands to teacher and teacher follows. Students give the commands to each other and simulate actions.
5. If, enough materials are available, students give each other commands and perform the action of stripping a wire.
6. Teacher writes commands on the board or passes out handout with illustrations and the commands.
7. Drills and transformations -

   Student acts out a step.
   Teacher asks: "What are you doing?
   Student answers: "I'm _____ ing _____.

   Students form questions such as:

   Should I .....?
   Do you want me to .....?
   Is this the way to .....?

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Auto Mechanics General Lesson Plan #3 - Verb Actualization, 1

Rationale: Auto mechanics students need to follow directions in their vocational shop practice. A useful class exercise is to simulate a command giving/following situation.

Vocabulary: to take, to loosen, to take off, to put back, to put on, to pick up, to tighten, wrench, nut, washers, bolt

Visuals: motor mount with bolt, flat washer, lock washer, nut, wrench

Procedure:

1. T reads the following command sequence.
   S1 follows the directions step by step.

   Take the wrench.
   Loosen a nut.
   Take off the nut.
   Take off the washers.
   Take off the bolt.
   Put back the bolt.
   Put on the washers.
   Put on the nut.
   Pick up the wrench.
   Tighten the nut.

   Give them to _____.
   Tell him what to do.

2. S1 becomes the direction giver.
   S2 follows the directions.
   T is passive, allowing other Ss to give corrections.

3. Continue until all Ss have a turn.
   If the class is large, use part of several class periods.

4. No writing is allowed until everyone has practiced the activity. Then students take turns writing the sequence on the board, correcting each other when necessary.

IV. Strip Stories

A. Demonstration Lesson
   1. Presenter prepares strips by cutting up a procedure such as - Resource IV-A Brushing Teeth
   2. Presenter distributes the strips to the participants.
   3. Each participant reads his strip aloud to the others.
   4. The group reassembles the procedure and puts the steps in the correct order.
   5. The presenter encourages discussion of their reasons for putting the steps in a certain order.

B. Background of Strip Stories in General ESL
   1. Presenter relates the use of strip stories in general ESL to build communication skills.
      a. Usually, a piece of fiction or a newspaper article is used. It is divided into sentences and the class puts the story back together by sequencing the sentences logically.

C. Use of Strip Stories in VESL
   1. Workers may need to discuss known processes and procedures.
      a. At any point in a process, a worker may have to tell his supervisor how much he has done, what he has yet to do, or about a problem he has with a particular step.
   2. The strip story helps the student build the communication skills and confidence he will need on the job.

D. Preparing a Strip Story
   1. Procedure:
      a. The teacher writes an 8-12 sentence "story" with the sentences in logical order.
      b. Write or type the story and cut one copy into strips.
      c. Give each student one strip. If strips are left over give two strips to a good student. (In a large class, one could have two or more competing groups.)
      d. Each student reads his own strip aloud and listens to the other students as they read their strips. The task of the group is to assemble the story in the correct order.
   2. Tips:
      a. The teacher is as passive as possible, helping only in such situations as when pronunciation errors interfer with comprehension.
      b. If possible, have the students move as the story is organized so that the student with Sentence #2 is sitting or standing between those with Sentence #1 and Sentence #3.
   3. The key:
      a. Usually there is some disagreement on the order of the steps or some comment about missing steps.
      b. Encourage discussion.
         Let students make and reject suggestions, and defend their positions.
      c. In a large class, groups may have agreed upon different ordering and further conversation can be encouraged.

Refer to sample lesson:
Handout IV-D West-Upholstery-Seat Making

IV. Strip Story (cont.)

E. Practice

1. Presenter distributes Handout IV-E #1 Cooling System Pressure Testing
2. Participants create a strip story and practice with each other.
3. Sample lesson handout IV-E #2 Pressure Testing can be passed out after this activity.
4. Some participants may want to do an original strip story. Participants can create an original strip story from general knowledge or from an occupation with which they are familiar.

Some suggestions:
- Baking a cake.
- Changing oil in a car.
- Sewing on a button.
- Building a campfire.
- Loading film in a camera.
- Making tea.
- Repotting a plant.
- Changing a tire.

BRUSHING TEETH

Take out the toothbrush and toothpaste.

Remove the toothpaste cap.

Pick up the toothbrush.

Squeeze toothpaste on the brush.

Replace the cap on the toothpaste.

Turn on the water.

Dampen the toothpaste on the brush.

Clean your teeth with the brush.

Rinse your mouth with water.

Rinse the toothpaste off the brush.

Put away the toothpaste and toothbursh.

Upholstery Lesson Plan #32 - Seat Making Procedure

Rationale: It is useful for vocational students to verbalize learned procedures. They gain familiarity with the language of their vocation, and they may be asked on the job to describe what work they have completed what what remains to be done, or at what stage a problem occurred.

Vocabulary: all seat making command (#31) vocabulary

Visuals: seat making supplies samples running stitch, chain stitch

Procedure:

1. If lesson is done without #31 preceding,
   T talks through the procedure, demonstrating.

2. Distribute handout.
   T reads sentences.
   Ss read and repeat.
   (This step may be omitted, depending on group.)

3. Handouts are removed.
   Each student gets one strip of paper with a sentence on it.

4. The group assembles the sentences in the correct order. The students read their sentences aloud, but may not look at each others papers.

Seat Making Procedure

Staple the burlap over the springs.

Sew the burlap to the springs with a chain stitch.

Stitch the fabric to the burlap with a running stitch.

Pull the decking back.

Put sisal over the burlap.

Put one layer of cotton over the sisal pad.

Put two layers of cotton over the front edge.

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COOLING SYSTEM PRESSURE TESTING

THE PRESSURE TESTER

The pressure tester is an instrument designed to test cooling systems in automobiles for leaks anywhere that the cooling system circulates the coolant. Note the word coolant, since most cars are equipped from the factory with various types of coolant it is best to keep in mind that "coolant" can be anything from plain water, alcohol to various mixtures of ethylene-glycol or other synthetic chemical mixtures.

The pressure tester will pressurize the cooling system with air pressure so that any pin hole leak may be easily detected. All common brands of testers on the market today, are used as a hand pump with a universal type of radiator cap that will fit all popular radiators. By attaching the cap of the pump to the radiator to be tested which will then seal the only opening to the entire colling system, and then by pumping up the system to the prescribed pressure, plus 5 - 10 lbs., with the engine off, for safety reasons, the system can be thoroughly checked for any leakage.

TESTING THE SYSTEM

With the engine off and the pressure in the radiator relieved, connect the tester to the top of the radiator in place of the regular radiator cap. Check the manufactures specifications to find the correct pressure for the cooling system. Pump up the pressure to 5 -10lbs. above specifications to insure a proper test. Then check all radiator, by-pass, heater and any manifold coolant hoses. Check the heater core and the radiator. Check the water pump and water outlet housing. Check around the intake manifold where it meets the heads and between the heads and block. Check all freeze plugs. In some stubborn cases it is a good idea if no leaks can be readily detected to run the engine at about 1500rpm and recheck the water pump which might leak under high speed pressure.

The pressure may be left built up in a cooling system for a period of time and a close watch kept on the system. A gradual decrease in pressure, in a period of about five minutes, could indicate a leaky head gasket or a cracked head.

As a cooling system cools, the expanded pressure of the coolant will contract, and the pressure will drop normally.
Always release the pressure in the cooling system before removing the pressure tester.
Always replace any lost coolant in the car before complating the job.

TESTING THE RADIATOR CAP

Connect the tester to the radiator cap in the same manner as above. The cap should release at the recommeded pressure.

Auto Mechanics Lesson Plan #20 - Cooling System - Pressure Testing Strip Story

Rationale: Students need to verbalize learned procedures. The strip story technique builds students' listening, speaking, and pronunication skills. It involves logical order and memory.

Vocabulary: as required by procedure sentences.

Visuals: strips of paper with one sentence written on each.

Procedure:

1. Type sentences describing each step of the cylinder leakage test procedure.
2. Cut strips of paper with one sentence on each.
3. Each student gets one strip.
4. The task of the group is to assemble the procedure in proper order. The teacher is only a facilitator.
5. Students read their strips to each other, but do not show them.
6. They discuss in English the proper ordering of the strips.

Cooling System Pressure Testing

Turn the engine off.

Remove the radiator cap.

Connect the tester to the top of the radiator.

Find the correct pressure in the specifications.

Pump up the pressure to five pounds above specifications.

Check all parts of the cooling system for leaks.

Release the pressure in the cooling system.

Remove the pressure tester.

Replace any lost coolant in the car.

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V. Conversation Practice (Dialogs, Functional Exercises, and Role Playing)

A. Demonstration Lesson
1. Presenter chooses a demonstration lesson from own vocational area. It should include a dialog, functional exercises and role playing.

See Resource V-A #1 West-Auto Mechanics-Service Manager Conversation.

B. Background
1. Most ESL teachers are familiar with conversations and situational dialogs.
2. Functional/notional techniques are a more recent method. The functional/notional theorists organize language by its function (e.g. asking, correcting, expressing agreement) rather than its structures.

Presenter can refer to:
The Threshold Level, J.A. van Ek, Council of Europe Strasbourg, 1975.

C. Conversation Practice in VESL
1. Every job requires the worker to engage in some conversation. Some, such as cosmetology, require a high level of conversational skills. Others, such as welding, require very few.
2. The VESL teacher must first determine the situations where the worker needs to engage in conversation. The teacher observes and tapes sample conversations. After gathering the raw material, the teacher can devise lessons using dialogs, functional exercises, and role playing.

D. Sample Lessons
Presenter refers to sample lessons of his own or uses one or more of the attached sample lessons.

Resource V-D #1 Feuille-Cosmetology-Beauty Salon Conversation
Resource V-D #2 West-Auto Mechanics-Tool Room
Resource V-D #3 Feuille-Telephone Conversation Functions

Resource V-D #4 Wilkinson-Elec. Assembly-Mechanical Connections to a Terminal

E. Practice
1. Presenter provides a full page script of a conversation from a vocational setting. Presenter can choose from his own area of experience or use the attached resource.

Resource V-E #1 West-Auto Mechanics-Penny's

V. Conversation Practice (cont.)

E. Practice (cont.)

2. Participants use the script and derive one situational dialog from the mass of information and do a functional analysis. The lesson should include functional exercises and ideas for role playing. Each participant's dialog will be different.
3. Have participants share their lessons. Select a few people to teach their lessons if time permits.

Auto Mechanics General Lesson Plan #9
Shop Conversation - Service Manager/Mechanic

Rational: In an auto repair shop, there is constant conversation between the service manager and the mechanic. Shop observations and tapings have revealed several predictable situations which frequently arise. In the VESL class, conversation patterns can be practiced, emphasizing language functions.

Vocabulary: To schedule, adjustment, to be lined up, to be finished, to be done, to connect, to check out, to be ready to, to decide, to doubt, to think, to call, to wait.

Visuals: As necessary to explain vocabulary, audio tape.

Procedure:

1. Ss listen to dialog on tape.
2. T asks oral comprehension questions.
   Ss answer.
3. Distribute dialog handout.
   Student pairs read.
4. Ss answer written comprehension questions.
   T checks to be sure all Ss have understood dialog.
5. Teach vocabulary as necessary.
6. T points out conversation functions and grammar points.
7. Distribute function handout.
8. T elicits from Ss other ways to express each item.
   Ss fill in.
   Expressions may be drilled.
   Pronunciation practice may be done.
9. T introduces class dialog situation.
   Depending on class level, the class may cooperate to write a new dialog, or pairs may work independently.
   Pairs role play dialogs for class.
10. Follow up with listening comprehension exercises.

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Mechanic/Service Manager Conversation

What work has been done

Dialog:

S What you done already?

M I checked out the battery and cables.

S You gonna check the alternator next?

M Yeah, and the regulator.

S When you're ready to check 'em, I want a see.

M O.K.

Comprehension Questions:

1. What was already checked.

2. What will be checked next?

3. What does the service manager want to do?

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What work has been done

Functions:

S: Asking what work has been done.

What you done already?

M: Stating what work has been done.

I checked out the battery.

S: Asking what will be done next.

You going to check the alternator next?

M: Stating what will be done next.

I'm going to check the regulator.

S: Stating a desire to check work.

I wanta a see.

M: Expressing agreement.

O.K.

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What work has been done

Functions:

S: Asking what work has been done.

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S: Stating a desire to check work.

I wanta a see.

M: Expressing agreement.

O.K.

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Mechanic/Service Manager Conversation

What Work Has Been Done

Listening Comprehension

Teacher Script

Listen to each statements or question. Write a P by each sentence expressing past action or asking about past action. Write an F by each sentence expressing future action or asking about future action.

Sample: I checked out the cooling system.

This statement is in the past. The sample is marked P.

1. F Where ya gonna look next?
2. F Think I'll look at the carburetor.
3. P I already checked the distributor.
4. F Maybe I'll see about the timing.
5. P I finished the tune-up.
6. F I'm gonna do the valve adjustments.
7. F I'm ready to do the fan belt.
8. P What you done already?
9. F You gonna do the Chrysler next?
10. P I calibrated it.

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Mechanic/Service Manager Conversation

What Work Has Been Done

Listening Comprehension

Listen to each statement or question. Write a P by each sentence expressing past action or asking about past action. Write an F by each sentence expressing future action or asking about future actions.

Sample: P

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Mechanic/Service Manager Conversation

What work has been done

Read this situation. With you partner, write a dialog about it.

Practice saying the dialog. Be ready to say your dialog for the class.

The service manager asks what a mechanic has checked. The mechanic has already checked the radiator and fan belt and will look at the water pump next. The service manager wants to look at the car.

S:

M:

S:

M:

S:

M:

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Say It With Style: Beauty Salon Conversation

In a service-type occupation such as Cosmetology, of the most crucial areas of language use is patron-employee conversation. Therefore, a major goal of the Cosmetology VESL curriculum is to develop students' conversation skills, especially determining what services the patron wants and how she wants them rendered.

Since Cosmetology students at Valley Vocational Center receive on-the-job training with real patrons on a daily basis, the vocational ESL material must be aimed not only at future employment situations, but also at the immeidate communication needs of student-patron interaction. Due to the limited scope of the conversational settings which encompass an extensive range of grammatical structures, a functional approach to teaching conversation has been found to be quite helpful.

One controlled technique is to review the functions of a given conversational situation and their language exponents. The expressions are drilled in segments and then as a whole conversation, with particular emphasis on pronunciation and paralinguistic elements. When the students have learned the expressions sufficiently, they role-play the situation with real props. If advanced enough, students are encouraged to create their own dialogs. The role playing activity is then followed up with a written fill-in exercise of a conversation in which the student's utterances are missing except for a few key words. The written exercise reinforces the oral practice and serves as a comprehension check for the teacher.

C. Feuille, N. Kremer, L. West
VESL Teaching Techniques
CATESOL, April 1980

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Student - Patron Conversation

A. Conversational Functions: Role of the Student

1. Identifying the patron

Student: Are you Mrs. Winters?
Which of you is Mrs. Winters?
Mrs. Winters?

2. Greeting the patron

Student: Hello./Hi
Good morning./afternoon.
How are you today?

3. Requesting patron to come to student's station

Student: Please come to my station.
Come with me please.
Sit down please.
Won't you please {sit down? / have a seat?}
Here. Have a seat.

4. Determining what the patron wants

a. Asking/Verifying what is to be done

Student: Now, what can I do for you?
How would you like your hair cut?
I see you'd like to have a haircut. Do you have a particular style in mind?

b. Making Suggestions

Student: How about (name of a cut)?
Would you like to look at some photos to get an idea?
Why don't {I give you some photos to look at? / you take a look at some photos?}
Do you like this one?

B. Sample Dialog

Student: Are you Mrs. Winters?
Patron: Yes, I am.
Student: Good morning. Will you come with me, please?
Student: Here. Have a seat. Now, what can I do for you?
Patron: I'd like to have my hair cut short.
Student: Do you have a particular style in mind?
Patron: No, not really. Do you have any suggestions?
Student: Why don't you look at some photos to get an idea?
Patron: Alright.

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Auto Mechanics Lesson Plan #4 - Automotive Tools - Tool Room Conversation

Rationale: Auto Mechanics who do not own tools borrow them from a crib and return them at the end of each day. Certain questions, responses and statements are predictable and can be practiced in the VESL class.

Vocabulary: Tools.

Visuals: Tools or drawings, name papers.

Procedure:

1. T introduces situation and language functions.
2. T elicits from Ss appropriate expressions, writes some on the board.
3. Ss role play using tools or pictures until each Ss has a chance to practice. For a low level group, select a dialog from Ss responses. For an intermediate group, encourage free conversation within the given situation and functions.
4. Situations/functions with sample sentences.

   a. Responding to direction to get a tool.
      Instructor, boss: Go get a _____
      You need a _____
      Can you find a _____?
      Student, employee: OK/yeah/sure/all right/right away/

   b. Borrowing from the tool room
      Toolkeeper: Yes? /Can I help you?/ What do you need?/ What can I do for you?/ What do you want?
      Student: I need a_____?/ Please give me a _____?/ Can I have a_____?
      T: (asks for additional information): What size (drive, length, type, etc.)
      S: (makes response appropriate to tool)
      T: What's your number,
      S: I'm number ___

   c. Returning tools to the tool room
      S: I'm returning these tools.
      T: What's your number?
      S: Number___ Names each tool

   d. Checking out with tool room
      S: Is my name clear?/ Have I returned all the tools?
      T: Yes, it is. / Yes, you have./
      No, what about _____. / No, you still have a _____.
      S: O.K., I'll go check / I'll look for it.

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e. Asking about a missing tool.
S_1: Have you seen the _____?/ I'm looking for the _____

S_1: Yes, It's over there./ here./ Yes, _____ has it.

f. Reporting a missing tool.
S: I can't find the _____ .
The _____ is missing
I've already looked for the _____.

g. Stating the toolkeeper made a mistake.
S: I think there's a mistake.
I'm sorry. I didn't take a _____.

h. Friendly comments regarding weather
Statements:

I can't stand this	heat
I'm tired of this	smog
I hate this	rain
	wind
	cold

The _____ is bad today
bothers me
It sure is nice (pretty) out today.

Reactions:
Agree - Me too / I think so too/ So am I / So do I
Disagree - Oh, I like _____ .

Telephone Conversation Functions

Limited English speaking students in Business Education courses must learn how to use the telephone in a business context in order to get a job and advance in their jobs. This entails learning the language specific to telephone communication as well as techniques of using a business phone. It has been found that there are several expressions commonly used on the telephone which are not used in face-to-face communication, or are used differently in the two situations.

The TELE-VESL module is function based, since a functional approach lends itself to identifying and teaching the specific language in the limited scope of using the telephone. One activity to help students learn the expressions for the functions is the Function Frame*, as described below.

Procedure:

1. Students listen to a taped telephone conversation and then do related comprehension and vocabulary exercises.
2. Students read the transcript. Teacher brings attention to given expressions and their functions.
3. Using the function frame handout, teacher reviews the functions and language forms and elicits additional expressions which students write in the spaces provided. Teacher writes them on the board.
4. Teacher writes a brief telephone conversation situation on the board or overhead projector and students create a class dialog (group dialogs if large class).
5. Students practice the dialog on the telephone.
6. Written exercise: students fill in parts of utterances in a conversation focussing on functions already practiced.
7. Later, pairs of students write dialogs, using blank function frames (no expressions provided) as guides.

* name and idea adapted from Fox, J. 1979, TELEFUN, Ottawa: Public Service Commission of Canada

Carolyn Fcuille, Nick Kremer, Linda West, VESL Teacning Techniques CATESOL, April 1980

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Receiving a call

Resource V-D #3

Greeting	Identification of company/ office/department	Self-identification
Hello.	Shipping Department	Miss. Nguyen speaking
_____	_____	_____
_____	_____	_____

2. Making a call

Greeting	Self-Identification	Asking for someone
Good morning.	This is Jerry Springer of Compton Electronics calling.	May I speak to Mrs. Langdon, please?
_____	_____	_____
_____	_____	_____

3. Receiving a call - responding to caller's request

Confirming caller's name	Placing caller on hold	Informing someone of a call
Would you mind repeating your name, please?	Hold on, please.	Mr. Tate, you have a call on extension 55 from Mrs. Roberts
_____	_____	_____

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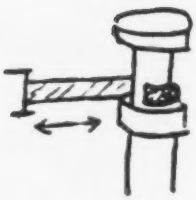
Assembly ESL

MECHANICAL CONNECTIONS TO A TERMINAL

(Two workers are talking.)

A: What are you doing?
B: I'm connecting a wire to this turret terminal.
A: I think you should do it again.
B: Oh, why is that?
A: The strip gap is too wide.
B: You're right. I'll cut it and start over.



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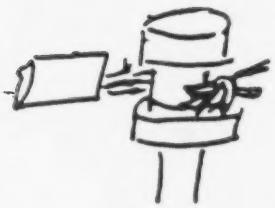

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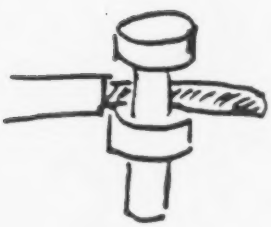

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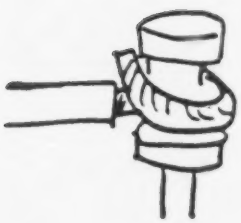

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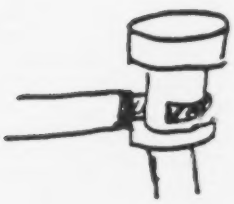

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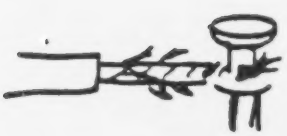

8

S = Service manager
C = Customer
M = Mechanic

Penny's
(8/8/80)

Resource W - E #1

S

Can you leave it with me 'til 5?
That includes 2 gallons of antifreeze if it takes it. If not, it'll be less.
Leave me the keys.
We'll get you set.

Figure about 11:30.
That gold one there?

The Datsun's all set?

tel.
I can do it Saturday at 1 o'clock.
I've got ya down for 1.

Leave it there, its fine.
An hour to an hour and a half.

How much more you got on that?
(re when job completed)

... ticket on the desk for a trans job.

Here's the one on that smog thing from yesterday.
Can you do it between 10 and 11
Ya got _____
(discussion of scheduling).
There's a line up on (tuneups)
Then ya got only a couple a (air conditioners) to do.

Pull up behind the ____ there and pop the hood.
I'll have the smog man check it for you.

M

Do ya have that slip (vehicle inspec.)
OK, shouln't be no problem
All we can do is set the dwell and carburation. We don't have no (equipment)
Ya gonna leave it?
Make sure you talk to him(S) to set it up.

C

I have a 10 o'clock appointment for ____
Sure.

OK

It won't take more'n a couple'a hours?
My car's sitting right there.
(nods)

M

Yeah, its done.

C

I've got my car here to get it aligned.
Where do you want me to put it?
How long will it take.

M

I'm gonna get too many. (re schedule)

Ya want to order a_____for me for a _____

Better between 2 and 3

What kind a car is it?

C

Yeah.
I had it tuned, but not to pass the smog.

Nah, I'm gonna go get someone to bring me back.

OK

(lines separate bits of conversation)

VI. Dyads (Paired Activities)

A. Demonstration Lesson
1. Presenter chooses a general ESL dyad to show how it works. Vocational material requires a knowledge of the content and would be too difficult for most of the participants. Presenter can use his own or one of the attached examples.
Handout VI-A #1 Winn-Bell Olsen-Map Dyad
Handout VI-A #2 Wilkinson-Refrigerator Dyad

B. Background
1. Presenter gives background information on dyads:
a. Dyad means "paired activity"
b. In general ESL, they are used for grammar exercises and conversation practice.
2. Presenter refers to resource list:
a. Paired activities expand language practice time and provide a non-threatening atmosphere.
b. VESL applications are limited only by the imagination of the teacher.
c. Dyad lessons are used for follow up, reinforcement, practice after introducing vocabulary and drilling the vocabulary by other methods.
d. Dyads are good culminating activities.

E. Sample Lessons
1. Presenter chooses some examples of vocational dyads to handout to participants.

The attached lessons may be used.
Handout VI-E #1 West-Auto Mechanics-Distributor Specification Reading (Used to practice getting info. from specifications)
Handout VI-E #2 Feuille-Auto Body-Dyad (Used for conversation practice and vocabulary review)

F. Practive
1. Presenter distributes blank paper.
2. Participants divide into small groups
3. Have each gourp create a dyad lesson based on a common situation (Remind participants that each of the pair of students cannot see the other's paper and must ask questions of each other to perform the task. The tasks must be designed so that conversation is a natural result.)
4. Participants practice teaching their lessons to each other as time permits.

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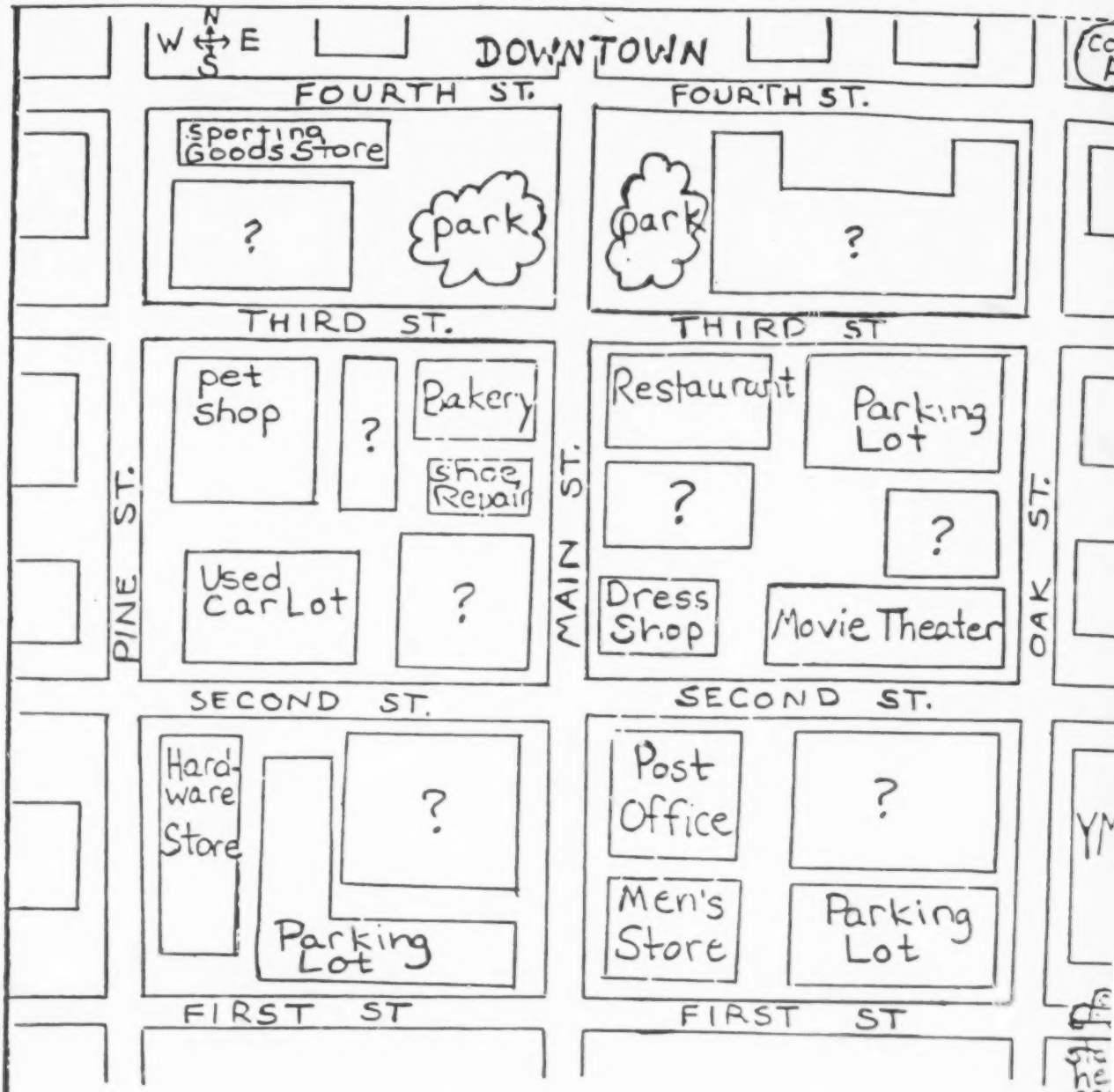


INSTRUCTIONS

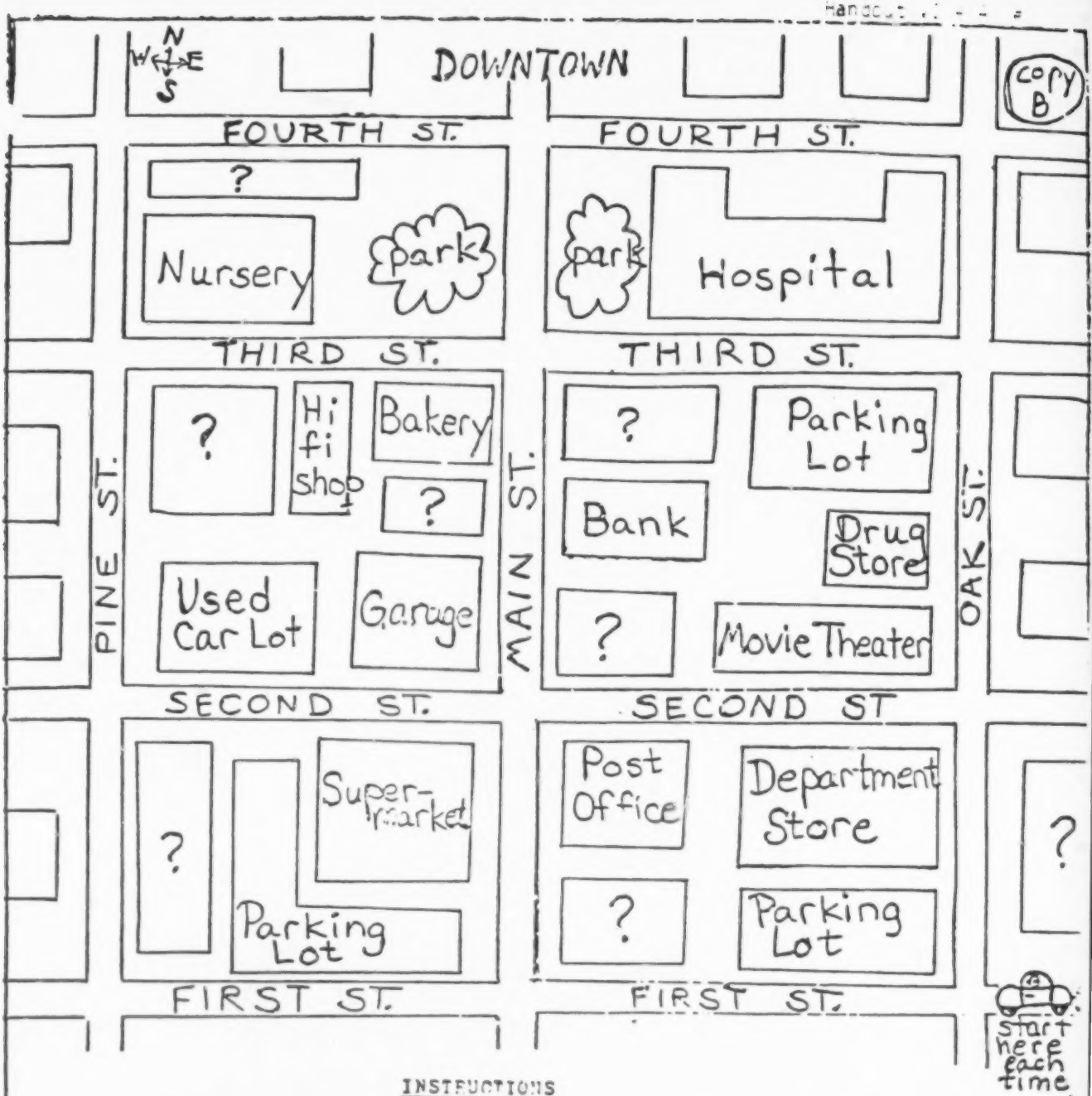
You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below, starting each time from the lower right-hand corner, where it says, "Start here each time." Write the name in the right place. Then let your partner ask you.

The places you want to find are:

the hospital --	the garage	the supermarket
the hi-fi shop	the department store	the nursery
the drugstore	the bank	

Copy for classroom use.

By Judy L. Winn-Bell Olds. These maps first appeared in On Track 75. Reprinted with the permission of TESOL.



INSTRUCTIONS

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below, starting each time from the lower right-hand corner, where it says "Start here each time." Write the name in the right place. Then let your partner ask you.

The places you want to find are:

the sporting goods store
the men's store
the YMCA
the dress shop
the restaurant
the pet shop
the hardware store
the shoe repair shop

Copy for classroom use.

By Judy E. Winn-Bell Olsen. These maps first appeared in On TESOL '82. Reprinted with the permission of TESOL.

WHAT'S IN THE REFRIGERATOR?

A

A

Ask Student B "Where?" questions. Write the names of the food in the correct place in the refrigerator.

1. Where is the mild?
2. _____ __ ___ butter?
3. _____ __ ___ orange juice?
4. _____ __ ___ ice cream?
5. _____ __ ___ fish?
6. _____ __ ___ meat?
7. Where are the oranges?
8. _____ __ ___ grapefruits?
9. _____ __ ___ carrots?
10. _____ __ ___ soft drinks?

Answer Student B's questions. Tell him how to find the food.

A

A

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B

WHAT'S IN THE REFRIGERATOR?

Ask Student A "Where?" questions. Write the names of the food in the correct place in the refrigerator.

1. Where is the ice?
2. Where __ ____ chicken
3. _____ beer?
4. _____ apple juice?
5. _____ cattage?
6. Where are the apples?
7. _____ peppers?
8. _____ lemons?
9. _____ potatoes?
10. _____ eggs?

Answer Student A's questions. Tell him how to find the food.

B

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B

Auto Mechanics Lesson Plan #36 - Distributor Specifications Reading

Rationale: Auto mechanics must be able to correctly read and interpret specifications in repair manuals. Controlled class practice can be useful.

Visuals: Copies of specification pages.

Procedure:

1. Introduce target sentences:
   T asks questions, entire group finds answers on specifications pages.
   a. With a _____ distributor # _____, how many degrees advance are there at _____ RPM?
   b. With a _____ distributor # _____, how many inches of vacuum does it take to start the plunger?
   c. For a _____ distributor # _____, what is the maximum degrees advance?
   d. ...how many inches of vacuum?
   e. ...how many degrees is the fullest centrifugal advance?
      ...at what RPM?
2. Distribute paired exercise pages.
   Students work in pairs, asking questions, reading, giving oral answers, and writing answers.

Answers Sheet A

DISTRIBUTOR SPECIFICATIONS

★If unit is checked on vehicle, double the RPM and degrees to get crankshaft figures.

Breaker arm spring tension 17–21.

Distributor Part No.②	Centrifugal Advance Degrees @ RPM of Distributor					Vacuum Advance		Distributor Retard	
	Advance Starts	Intermediate Advance			Full Advance	Inches of Vacuum to Start Plunger	Max. Adv. Dist. Deg. @ Vacuum	In. of Mercury Start Retard	Max. Retard Dist. Deg. @ Vacuum
1967									
IBP-4201	0–1 @ 435	7–9 @ 900	12–14 @ 1700	—	17 @ 2200	4–6	12 @ 19	—	—
IBP-4201A	0–1 @ 490	7–9 @ 970	10–12 @ 1550	—	15 @ 2200	8–10	12 @ 20	—	—
IDC-4601A	@	7–9 @ 950	10–12 @ 1700	—	14 @ 2200	5–7	11 @ 17	—	—
1110340	0–2 @ 475	7–9 @ 950	—	—	14 @ 2200	5–7	11 @ 17	—	—
1110366	0–2¼ @ 400	3¼–5 @ 500	9.5?–11.5 @ 950	—	16.5 @ 2200	5–7	11 @ 17	—	—
1111106	0–1 @ 400	0–2 @ 475	7.5–9.5 @ 925	—	17 @ 2200	4–6	12 @ 19½	—	—
1111191	0–1 @ 450	7.5–9.5 @ 1000	—	—	15 @ 2200	8–10	12 @ 20.5	—	—
1111198	0–1 @ 375	7.5–9.5 @ 800	—	—	16 @ 1950	4–6	12 @ 19.5	—	—
1968-70									
1110444	2–3 @ 450	8–10 @ 1000	—	—	@	5–7	11 @ 17	—	—
1110481	0–2 @ 450	7–9 @ 1050	—	—	12 @ 2250	5–7	11 @ 17	5	4½ @ 14
11191	0–1 @ 450	7.5–9.5 @ 1000	—	—	15 @ 2200	8–10	12 @ 20.5	—	—
11472	0–1 @ 450	7.5–9.5 @ 1000	—	—	15 @ 2200	4–6	12 @ 19½	—	—
1111473	0–1 @ 400	@	8.5–10.5 @ 800	—	16 @ 2200	8–10	12 @ 20.5	—	—
1111948	0–1 @ 400	0–2.5 @ 450	8.5–10.5 @ 800	—	16 @ 2200	4–6	12 @ 19.5	—	—
1111987	0–2 @ 450	6–8 @ 750	—	—	13 @ 2000	5–7	9½ @ 14.5	5	5½ @ 14
1111988	0–2 @ 500	5–7 @ 825	—	—	14 @ 2100	5–7	9½ @ 14.5	5	5½ @ 14
1112018	0–2 @ 500	4.5–6.5 @ 800	—	—	14 @ 2200	—	—	5	5½ @ 14
1971-72									
1110340	0–2 @ 450	7–9 @ 950	8–10 @ 1200	8.5–11.5 @ 1500	13.5 @ 2000	5–7	11.5 @ 17	—	—
1110497	0–5 @ 500	5–7 @ 950	7.5–9.5 @ 1200	9–11 @ 1500	14 @ 2000	5–7	9 @ 11	—	—
1111948	0–2.5 @ 450	8.9–10.5 @ 800	9–11.5 @ 1100	11–13 @ 1500	15 @ 2000	5–6	12.5 @ 19	—	—
1112028	0–2 @ 450	7–9 @ 1100	9.5–11.5 @ 1500	11–13 @ 1750	14.5 @ 2000		12.5 @ 19	—	—
1112111	0–2 @ 550	7.5–9.5 @ 1100	9.5–11.5 @ 1300	10.5–12 @ 1500	15 @ 2000	5–7	9 @ 16	—	—
1112112	0–1.5 @ 500	3.5–5.5 @ 750	7.5–9.5 @ 1000	9.5–11.5 @ 1500	14 @ 2000	5–7	8¼ @ 12½	—	—
1973									
1110522	0–2.5 @ 500	4.5–6.5 @ 800	7–9 @ 1000	9–11 @ 1500	14 @ 2200	5–7	9 @ 13¼	—	—
1110523	0–1 @ 550	2–4.5 @ 750	6.5–8.5 @ 1000	9–11 @ 1500	15 @ 2200	5–7	9 @ 13¼	—	—
1112112	0–1.5 @ 500	3.5–5.5 @ 750	7.5–9.5 @ 1000	9.5–11.5 @ 1500	14 @ 2000	5–7	8¼ @ 12½	—	—
1112179	0–1 @ 400	4.5–6.5 @ 750	8–9.75 @ 1000	10¼–12¼ @ 1500	17 @ 2200	5–7	@	—	—
1112214	0–2¼ @ 450	6¾–8¾ @ 750	8–10 @ 1000	11–13 @ 1500	17 @ 2200	4–6	8¼ @ 13	—	—
1112215	0–3¼ @ 400	5–7 @ 750	6¼–8½ @ 1000	9½–11½ @ 1500	16 @ 2300	4–6	8¼ @ 13	—	—

②—Stamped on distributor housing plate.

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Distributor Specifications - Paired Exericse
Questions Sheet B

1. With a 1973 distributor #1112112, how many degrees advance are there at 500 RPM?

2. With a 1971-72 distributor #1110497, how many degrees advance are there at 1200 RPM?

3. How many inches of vacuum does it take to start the plunger of a 1968-70 distributor #1111473 vacuum advance?

4. a. What is the maximum degree advance for a 1973 distributor #1112214?

   b. How many inches of vacuum?

5. a. How many degrees is the fullest centrifugal advance of a 1967 distributor #1110366?

   b. At what RPM?

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Answer Sheet B

DISTRIBUTOR SPECIFICATIONS

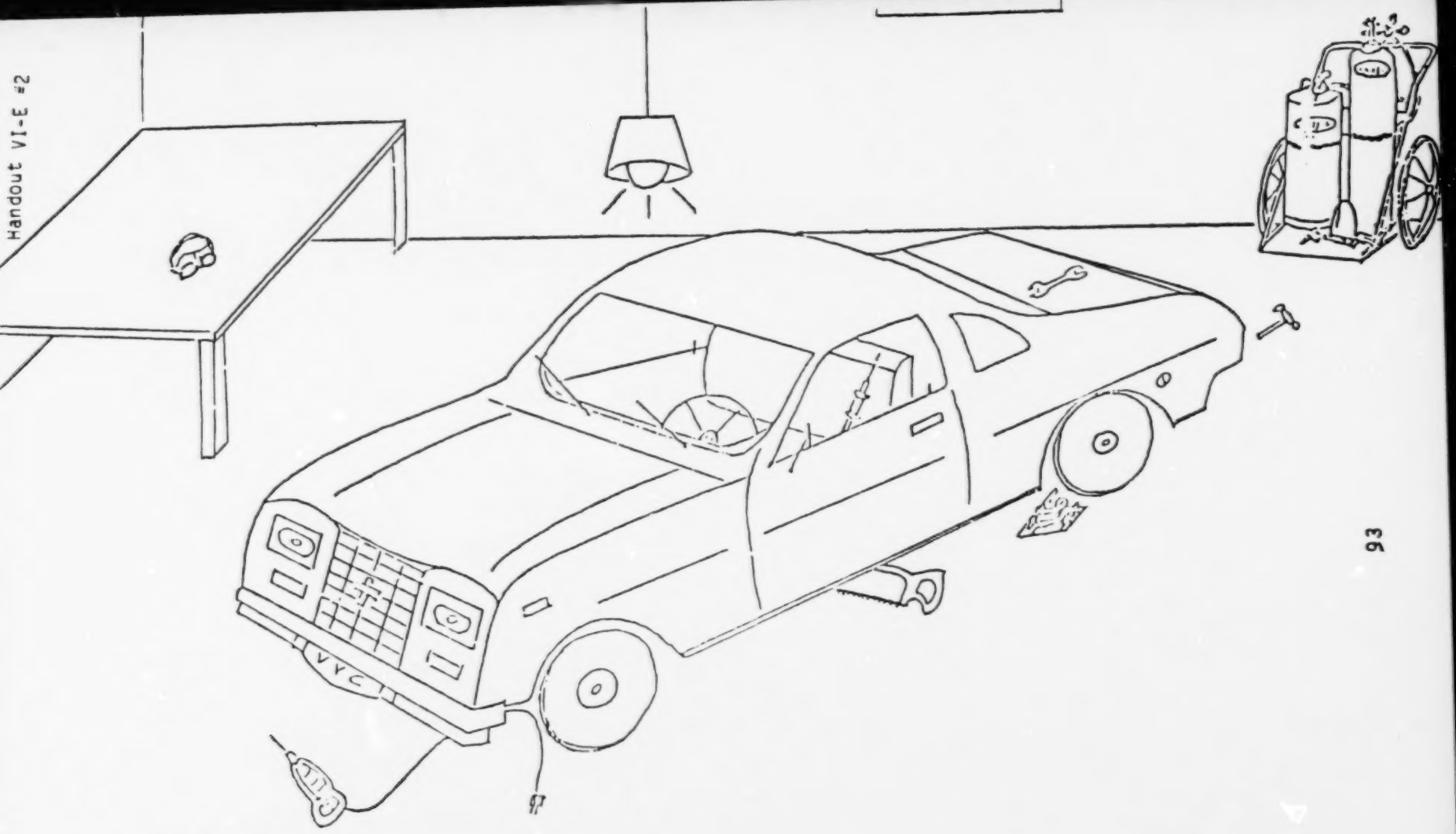
★If unit is checked on vehicle, double the RPM and degrees to get crankshaft figures.

Breaker arm spring tension 17–21.

Distributor Part No.①	Centrifugal Advance Degrees @ RPM of Distributor					Vacuum Advance		Distributor Retard	
	Advance Starts	Intermediate Advance			Full Advance	Inches of Vacuum to Start Plunger	Max. Adv. Dist. Deg. @ Vacuum	In. of Mercury Start Retard	Max. Retard Dist. Deg. @ Vacuum
1967									
IBP-4201	0– @ 425	7–9 @ 900	12–14 @ 1700	—	17 @ 2200	4–6	12 @ 19	—	—
IBP-4201A	0–1 @ 490	7–9 @ 970	10–12 @ 1550	—	15 @ 2200	8–10	12 @ 20	—	—
IDC-4601A	0–1 @ 470	7–9 @ 930	10–12 @ 1700	—	14 @ 2200	5–7	11 @ 17	—	—
1110340	0–2 @ 475	7–9 @ 930	—	—	14 @ 2200	5–7	11 @ 17	—	—
1110366	0–2¾ @ 400	3¼–5 @ 500	9.5–11.5 @ 950	—	@	5–7	11 @ 17	—	—
1111106	0–1 @ 400	0–2 @ 475	7.5–9.5 @ 925	—	17 @ 2200	4–6	12 @ 19½	—	—
1111191	0–1 @ 450	7.5–9.5 @ 1000	—	—	15 @ 2200	8–10	12 @ 20.5	—	—
1111193	0–1 @ 375	7.5–9.5 @ 800	—	—	16 @ 1950	4–6	12 @ 19.5	—	—
1968-70									
1110444	2–3 @ 450	8–10 @ 1000	—	—	14 @ 2000	5–7	11 @ 17	—	—
1110481	0–2 @ 450	7–9 @ 1050	—	—	13 @ 2250	5–7	11 @ 17	5	4½ @ 14
1191	0–1 @ 450	7.5–9.5 @ 1000	—	—	15 @ 2200	8–10	12 @ 20.5	—	—
1472	0–1 @ 450	7.5–9.5 @ 1000	—	—	15 @ 2200	4–6	12 @ 19½	—	—
1111473	0–1 @ 400	0–2.5 @ 450	8.5–10.5 @ 800	—	16 @ 2200	—	12 @ 20.5	—	—
1111948	0–1 @ 400	0–2.5 @ 450	8.5–10.5 @ 800	—	16 @ 2200	4–6	12 @ 19.5	—	—
1111987	0–2 @ 450	6–8 @ 750	—	—	13 @ 2000	5–7	9½ @ 14.5	5	5½ @ 14
1111988	0–2 @ 500	5–7 @ 825	—	—	14 @ 2100	5–7	9½ @ 14.5	5	5½ @ 14
1112018	0–2 @ 500	4.5–6.5 @ 800	—	—	14 @ 2200	—	—	5	5½ @ 14
1971-72									
1110340	0–2 @ 450	7–9 @ 950	8–10 @ 1200	8.5–11.5 @ 1500	13.5 @ 2000	5–7	11.5 @ 17	—	—
1110497	0–5 @ 500	5–7 @ 950	@	9–11 @ 1500	14 @ 2000	5–7	9 @ 11	—	—
1111948	0–2.5 @ 450	8.9–10.5 @ 800	9–11.5 @ 1100	11–13 @ 1500	15 @ 2000	5–6	12.5 @ 19	—	—
1112028	0–2 @ 450	7–9 @ 1100	9.5–11.5 @ 1500	11–13 @ 1750	14.5 @ 2000	5–6	12.5 @ 19	—	—
1112111	0–2 @ 550	7.5–9.5 @ 1100	9.5–11.5 @ 1300	10.5–12 @ 1500	15 @ 2000	5–7	9 @ 16	—	—
1112112	0–1.5 @ 500	3.5–5.5 @ 750	7.5–9.5 @ 1000	9.5–11.5 @ 1500	14 @ 2000	5–7	8¼ @ 12½	—	—
1973									
1110522	0–2.5 @ 500	4.5–6.5 @ 800	7–9 @ 1000	9–11 @ 1500	14 @ 2200	5–7	9 @ 13¼	—	—
1110523	0–1 @ 550	2–4.5 @ 750	6.5–8.5 @ 1000	9–11 @ 1500	15 @ 2200	5–7	9 @ 13¼	—	—
1112112	@	3.5–5.5 @ 750	7.5–9.5 @ 1000	9.5–11.5 @ 1500	14 @ 2000	5–7	8¼ @ 12½	—	—
1112179	0–1 @ 400	4.5–6.5 @ 750	8–9.75 @ 1000	10¼–12¼ @ 1500	17 @ 2200	5–7	8¼ @ 12½	—	—
1112214	0–2¼ @ 450	6¾–8¾ @ 750	8–10 @ 1000	11–13 @ 1500	17 @ 2200	4–6	@	—	—
1112215	0–3¼ @ 400	5–7 @ 750	6¼–8½ @ 1000	9½–11½ @ 1500	16 @ 2300	4–6	8¼ @ 13	—	—

①—Stamped on distributor housing plate.

Handout VI-E #2



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Directions:

Find these tools and other objects and write the names on the picture: high crown spoon, speed file, bondo and bondo spreader, striker, welding torch, the no smoking sign, and channel lock pliers.

Ask your partner where the objects are, but you must not look at his picture and you must not spell out the names of the objects.

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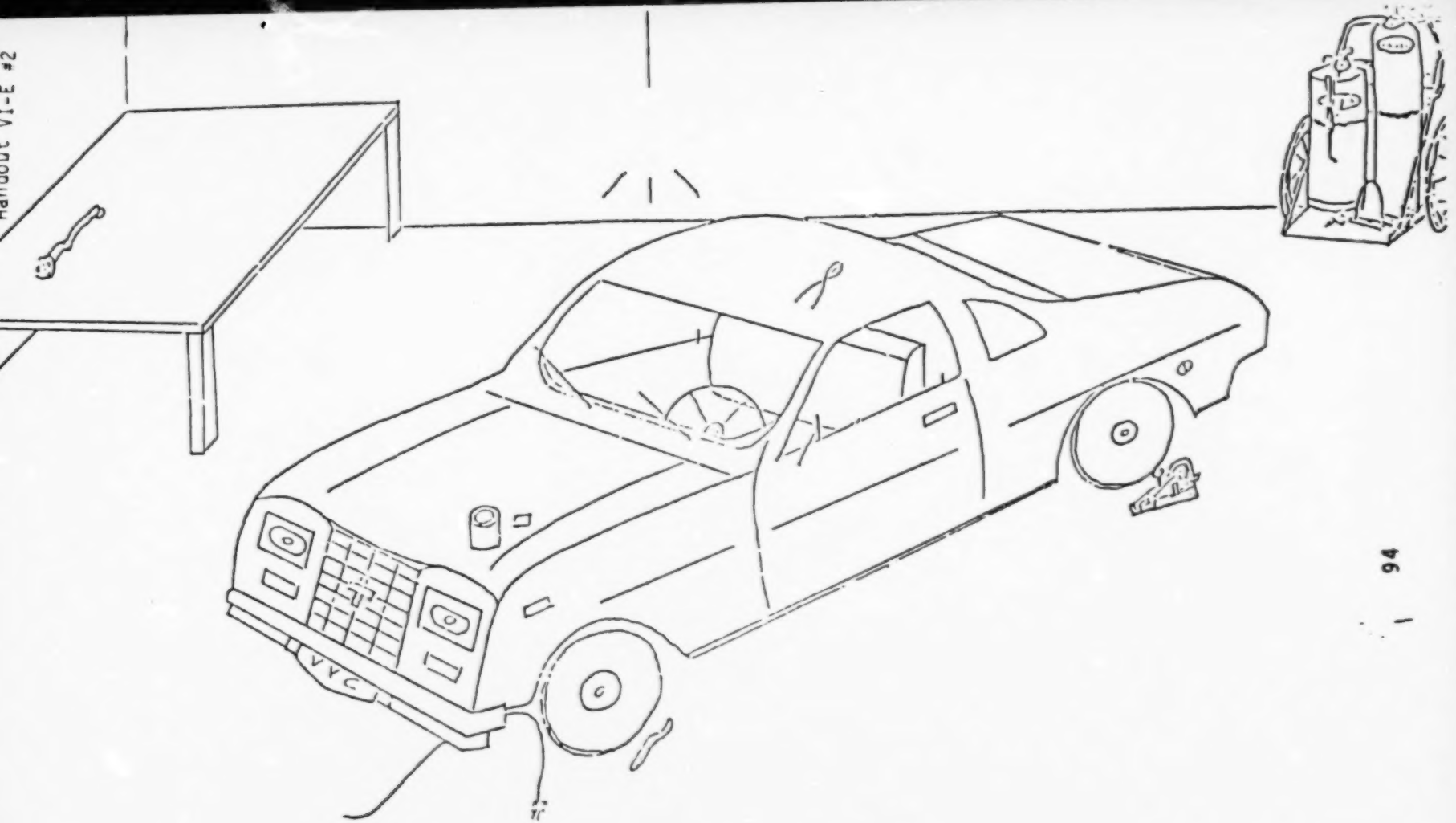
100

C. Feuille
VESL (VVC)
5/2/79



Directions:

Find these tools and other objects and write their names on the picture: goggles, drill, hack saw, slide hammer, jitterbug sander, body hammer, lamp, and wrench.

Ask your partner where the objects are, but you must not look at his picture and you must not spell out the names of the objects.

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5/2/79

VESL EXCHANGE

COLUMN EDITOR: NICK KREMER,
VALLEY VOCATIONAL CENTER

INVESTIGATING THE LANGUAGE OF WORK

There has been very little research into the language of work, especially in the entry level settings at VESL is concerned with. We have a limited understanding of the language of work or even the role of language in the success of LEP employees. Materials developers and teachers have been given little direction in their efforts to target instruction to meet particular needs. Two recent investigative efforts begin to fill the void. Interestingly both were done as preliminary steps to end products--one a test and the other pre-vocational teaching material--rather than as ends in themselves.

Resource Development Institute (RDI) under the direction of Mary Galvan did an extensive study of vocational language in the process of designing the Bilingual Vocational Oral Proficiency Test. Linguists gathered over 4000 oral samples from twelve different vocational field. They were able to identify different communication areas such as naming tools and equipment, listening to directions, and location (directionality). The study found that forty per cent of the samples involved imperatives. Prepositional phrases, adverbial clauses, and the passive were all found to be important. The most common patterns were noun + verb + direct object and pronoun + to be + noun. The vocabulary of vocational language offers an interesting contrast as verbs tend to cross vocations--the same verb may be found in several different occupations--but nouns tend to be specific to an occupation. In fact the study couldn't find any nouns that occurred in more than three fields.[1]

The RDI study appears to identify commonalities that could make the task of the VESL teacher who faces students from varying occupations in the same classroom easier because he/she can teach verbs and communication tasks that are common to several or all occupations. However, the absence of common nouns complicates things considerably. You can teach imperatives or prepositions of location but there has to be a context which usually depends on nouns. An imperative to do what? "Grab a ratchet." How will a location be identified? "It's behind the drill press."

The second study was done by Gage, Prince, and Hara of Edmunds Community College in Washington. They surveyed entry level employment situations such as bus boys and factory assemblers in the Seattle area. They were particularly interested in how LEP/NEP adults got jobs and how they were trained in those jobs. The study was the preliminary step in designing a pre-vocational instructional program.

The tasks in entry level jobs are classified into three categories: sorting (such as putting things away in a warehouse), assembly (such as in electronics), and maintenance (as in cleaning hotel rooms). The study also groups the training strategies into three categories. watching, modeling, and following directions, which were usually oral. In watching the employee observes somebody else doing something and then mimics it. Modeling involves working from a completed sample, such as a printed circuit board, and then trying to construct a similiar one. The three strategies represent a hierarchy with following directions being the most difficult. Clearly non-verbal strategies play an unusually important role in an LEP student's learning what to do on the job.

The verbal skills that appear to be important in the beginning include referents--"Look at these." "Get that one." The objects being referred to are in the immediate area so the name of the object is not used. Another important verbal skill is conversation starters that can be used to get someone to co-operate in showing the employee how to do something. Additional strategies are the giving of appropriate verbal and non-verbal responses to feedback from supervisors and fellow workers and clarifying instructions when necessary.[2]

The study is encouraging in suggesting that non-English speakers can get and survive in unskilled jobs. Teaching students a few basic language and non-verbal skills can get them into a job immediately. The questions that needs to be further investigated is what kind of mobility will these individuals have. The study does identify the additional skills which a person needs to move up on the job. These skills could be subsequently taught, expediting the LEP employees movement up. The other factor that becomes apparent from the Washington study is how language is intertwined with other factors in determining the LEP adult's success on the job. The ability to sort or to model or to follow directions all play important roles and are imbedded in language by may not be language per se. Perhaps authoritative research into the employment experience of the LEP will require bringing together the expertise of labor researchers, job assessment specialists, and linguists.

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[1]Mary Galvan. The Bilingual Oral Proficiency Test. A paper presented at the National Invitational Workshop on Bilingual and ESL Approaches to Academic and Vocational Programs for Adults. McAllen Texas, March 1980.

[2]Julia Gage and David Prince. A presentation at the Region X Adult Education Workshop. Portland, Oregon, August 1980.

For further information contact:
1. Resource Development Institute, 1916 Justin Lane, Austin, TX 78757
2. Edmunds Community College, Indochinese Project, 20000 68th Avenue West, Lynnwood, WA. 98036.

The next VESEL EXCHANGE will deal with career exploration and career assessment for the LES adult. Contributions and information are welcome.
Send to: Nick Kremer, Valley Vocational Center
320 N. Willow
La Puente, CA. 91746

Bibliographic Information

Learning Another Language Through Actions by James A. Asher, Alemany Press.

Live Action English for Foreign Students by E. Romijin and C. Seely, Alemany Press.

ALEMANY PRESS
P.O. Box 5265
San Francisco, CA 94101
(415) 661-1515

For information on materials in this packet developed by Valley Vocational Center, contact

Don Roth, Director
La Puente Valley Adult Schools
320 North Willow Street
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(213) 968-4638

For additional information on VESL programs and materials, refer to the "California VESL Resource Directory". Available through the

Dissemination Network for Adult Educators (DNAE)
1800 Benton Street
Santa Clara, CA 95050
(800) 672-3494